

POLYTECHNIC LEADERSHIP STRATEGIES IN IMPROVING LECTURERS PROFESSIONAL (Case Study at the Jakarta LP3I Polytechnic)

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Abstract — Polytechnic as one part of higher education which is regulated in Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, is a university that organizes vocational education in various science and/or technology clusters and if it meets the requirements, polytechnics can organize professional education. LP3I Jakarta Polytechnic as one of the providers of vocational education with a number of students of approximately 5,000 students with a total of 296 teaching staff or permanent lecturers. Of the number of lecturers, there are still many who are not professional. Professional lecturers, in this study include; competence, lecturer tridharma, and lecturer certification. The method used in this research is a case study. The case study method is a method that is carried out directly in the actual process being studied, while the data obtained are not only from the data being studied, but also can be obtained from all parties who know and know the case. from various sources but limited in the cases to be studied. Based on the results of the research, the polytechnic leadership strategy in professional improvement of lecturers at the LP3I Jakarta Polytechnic has been running, namely through the polytechnic leadership strategy which is poured into the work program and action plans of each related leader according to their duties and functions. This can be seen from the increase in the number of lecturers who continue their education from S1 to S2, the evaluation of lecturer feedback has increased, the number of lecturers who get lecturer positions has increased and the number of lecturers who carry out research and community service has also increased. However, in its implementation it has not been fully implemented due to the constraints faced by each relevant leadership, especially the limited human resources, infrastructure and development budget for the professional improvement of the lecturers. And in general, the effectiveness of professional improvement strategies has increased but has not been achieved optimally

Keywords — Strategy, Leadership, Professional Lecturers

I. INTRODUCTION

Education is a process of learning and teaching that occurs from childhood to adulthood. Education is the most important factor in all lines of life, because with this education humans can increase their knowledge and knowledge so that they get provisions or capital in order to meet their life needs, and with education humans can also get high degrees and positions.

Nowadays professional lecturers are a symbol of the quality of higher education, if the lecturers are professional and competent then the institution and its graduates are judged to be of quality and quality by the environment, society and the government as the regulator of higher education. So that currently all universities are competing in improving the competence of their lecturers, this can be seen in the lecturer management program starting from recruitment, placement, lecturer development and funding.

Polytechnic as one part of higher education which is regulated in Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, is a university that organizes vocational education in various science and/or technology clusters and if it meets the requirements, polytechnics can organize professional education.

LP3I Jakarta Polytechnic as one of the providers of vocational education with a number of students of approximately 5,000 students with a total of 296 teaching staff or permanent lecturers. Of the number of

lecturers, there are still many who are not professional. Professional lecturers, in this study include; competence, lecturer tridharma, and lecturer certification.

According to Law No. 14 of 2005, states that there are 4 (four) dimensions of competence that must be possessed by lecturers, including pedagogic competence, personality competence, social competence and professional competence.

The condition of the profile of the LP3I Jakarta Polytechnic lecturers, seen from the level of education, consists of 100 lecturers with undergraduate education or 33.8%, 159 students or 53.1% for strata 2 and 3 students or 1%. In addition, when viewed from the functional positions held by LP3I Jakarta Polytechnic lecturers, they consist of 51 or 17.2% expert assistants, 4 or 1.3% lecturers, 0 or 0% head lecturers, and do not have professors.

The Tridharma of Higher Education is a lecturer's task, namely carrying out research and community service. From the data in the LP3I Jakarta polytechnic, 54 lecturers or 18.2% have carried out research, and 52 people or 7.5% have carried out community service, this shows a problem for the administration of higher education.

Another indicator of professional and lecturer competence is that lecturers have an educator certification which is an acknowledgment from the government. The government implements certification for lecturers as a form of professional recognition of lecturers at the higher education level. Therefore, the number of lecturers who get certification is one of the indicators of professional lecturers owned by universities. Based on this indicator, the Jakarta LP3I Polytechnic only has 22 lecturers or 7.4% who received certification from 296 lecturers.

This is supported by the results of Aswin's research (2017) in "University Management" which discusses the importance of university management, namely; b) Management of higher education facilities and infrastructure strongly supports the creation of an effective learning process, including research and community service, f) Management of higher education personnel, namely the management of lecturers as teaching staff and employees as educational staff requires serious attention because it is directly related to the academic process in higher education.

One strategy in improving lecturers' professionalism is to develop in the form of education, training, and technical guidance, this is to equip a variety of knowledge and skills that are accumulative leading to complete mastery of competencies according to the minimum ability profile as a professional lecturer. Lecturers are encouraged to improve their competence and are also encouraged to be able to carry out the tridharma of higher education. Even the current government encourages lecturers to develop themselves through funding for further education both at home and abroad and providing training, training and workshops for free.

Based on this, the authors chose the research title "Polytechnic Leadership Strategy in Improving Lecturer Competence at LP3I Jakarta Polytechnic".

II. LITERATURE REVIEW

Strategy from Robbins and Coulter (2010, 214) states "strategy is a six-step process that includes strategic planning, implementation and evaluation. Although the first four steps reflect the planning process, implementation and evaluation are equally important".

Strategy is a plan or way to achieve a certain goal by using steps and techniques in accordance with the problems at hand, besides that strategy is also a very important step in an implementation of work that forms the basis for making a decision when the goals to be achieved are clearly defined. detailed. In every organization or institution this often happens because every decision is never separated from the determination of a strategy, the only thing that can distinguish is the accuracy of the strategy in its implementation, whether it runs well, efficiently and effectively or fulfills all the things that must be considered in implementing the strategy. Thus, strategy is a means used in achieving the goals of an organization, but strategy is not just a plan but a unifying plan. Strategy binds all parts of the organization into one, so that the strategy covers all aspects of an organization.

Leadership from Northouse (2006:5) which states "leadership is a process where individuals influence a group of individuals to achieve common goals".

Leadership is a universal phenomenon that is very important in organizations, whether business, educational, political, religious, or social organizations. This is because in the process of interaction to achieve goals, the people in it need someone who can coordinate, direct and facilitate these people to achieve goals, both individual goals and organizational goals.

Leadership is an ability and process of influencing, coordinating and moving other people so that the activities carried out can be more effective and efficient in achieving a goal. The essence of leadership is following, in the sense that what causes a person to become a leader is if there is a willingness of others to follow him either by one person or more. Leadership is a skill, process and art. This refers to an activity or activity that must be done to influence other people to behave in a certain way. Art means a way, method or strategy of influencing to gain influence. A leader can do it by persuading, pressing, forcing or in other ways so

that others become willing to do it. Here leadership is seen more in the process where leaders and followers influence each other so that leadership can be owned by everyone. In leadership, there is interaction or it is two-way, not one-way. An important element in leadership is influence, occurs within a group and has a common purpose. Influence has a big role because without influence leadership cannot exist. In addition, leadership will also occur in a group of people who have a common goal, without a leadership group it will not happen. The latter is a shared goal, which emphasizes the need for the leader to cooperate with followers in achieving a common goal.

Based on the above theory, it can be concluded that leadership is the process of leading an organization or group in managing the organization or group to achieve its goals. Leadership is an integration between competencies and values inherent in the leader's personal self so that it makes his potential in achieving success as a leader in leading an organization.

Professional Lecturer

Permenristekdikti 44 of 2015 Article 1 paragraph 14 "Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service".

Law No.37 of 2009 article 1 paragraph 1 concerning lecturers, "Professional is a job or activity carried out by a person and becomes a source of income for life that requires expertise, proficiency, or skills that meet certain quality standards or norms and requires professional education"

Law No. 14 of 2005, article 45 "Lecturers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and meet other qualifications required by the higher education unit where they work, and have the ability to realize national education goals".

Mantja (2007:23) says that "the characteristics or indicators of professional lecturers are: (1) attitudes towards the teaching profession, (2) attitudes towards students, (3) attitudes towards colleagues, and (4) attitudes towards research and scientific publications".

Sahertian (2000:17) argues that the characteristics of professional lecturers are (1) having the ability as an expert in educating and teaching, (2) having a sense of responsibility, (3) having a sense of camaraderie and living up to the task as a life career and upholding the code of ethics of the position. .

According to Mulyasana (2015: 49) "Professional is a field of work based on certain expertise, a professional person understands what, why and how a job is done".

Based on the concepts above, it can be concluded that lecturers are people who have expertise, skills and competencies in their respective fields, who then convey or transfer their knowledge and knowledge to their students in order to preserve the knowledge and knowledge. And due to the delivery and transfer of knowledge and knowledge so that the person gets a title or a lecturer's call. Because the lecturer's work is delivered at any time and every time and repeatedly, it makes it a profession, so it is called a professional.

Professional lecturers are lecturers who have the skills and abilities that a teacher must possess in carrying out their responsibilities and professional teachers must have 4 (four) basic competencies as their expertise. Professional lecturers are very closely related to management, because without management, they will not be able to produce professional lecturers. Professional teachers are conditions, directions, values, and goals, while management is an effort to achieve those goals.

Competence

Jejen, M., (2011:8) which states "competence is defined as a collection of knowledge, behavior, and skills that must be possessed by educators to achieve learning and education goals, competence is obtained through education, training, and independent learning by utilizing learning resources.

Law No. 14 of 2005, article 45 "Lecturers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and meet other qualifications required by the higher education unit where they work, and have the ability to realize national education goals". ... Teacher competencies as referred to include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education.

Based on Government Regulation (PP) Number 18 of 2007 concerning lecturers, it is stated that the competencies that must be possessed by lecturers include pedagogic competencies, personality competencies, social competencies, and professional competencies obtained through professional education.

competence from Jejen, M., (2011:8) which states "competence is defined as a collection of knowledge, behavior, and skills that must be possessed by educators to achieve learning and education goals, competencies are obtained through education, training, and independent learning by utilizing learning resources. "

Based on the theory above, it can be concluded that competence is the competence of lecturers as educators in carrying out teaching starting from making course curriculum, teaching methods, media used, teaching evaluation and assessment for students in one teaching period. The competence of the lecturer is comprehensive and is a unit that is interconnected and supports each other.

III. METHOD

The approach in this study uses a qualitative research approach by revealing and explaining the object under study, and the data obtained will be described and dug as deep as possible so that in presenting the research report it provides close to the report.

The method used in this research is a case study. The case study method is a method that is carried out directly in the actual process being studied, while the data obtained are not only from the data being studied, but also can be obtained from all parties who know and know the case. from various sources but limited in the cases to be studied. According to Arikunto, (2002:20) case study research is a research that is carried out intensively, in detail and in depth on an organization, institution or particular phenomenon. In case study research, the truth that is inferred is not based on consideration of the number of individuals or details or research subjects, but rather emphasizes the important characteristics (experts) of the various defined categories, and then relates them to each other. In the end, the researchers connected the data with each other so that they could produce new theories, especially with the object of study that could be researched, namely leadership strategies in improving lecturers' professionalism (descriptive study at the Jakarta LP3I Polytechnic).

In this study, researchers used primary data sources consisting of directors, deputy directors (wadir), heads of sections (kabags) of educators and education staff, heads of study programs (kaprodi), lecturers, administration, employees and students or the entire academic community at LP3I Polytechnic Jakarta. Supporting data sources consist of: L2DIKTI and the wider community associated with the Jakarta LP3I Polytechnic. Furthermore, the data and information obtained from the research subjects, both those printed through recording devices and writing instruments were classified based on the main aspects that became the focus of the research.

IV. RESULT AND DISCUSSION

Formulation of polytechnic leadership strategies in improving lecturers' professionalism

The Jakarta LP3I Polytechnic has formulated a strategy and made a vision, mission, goals and programs, this can be seen in the 2018 statute of the 2015-2020 strategic plan. LP3I Jakarta Polytechnic which was made based on a SWOT analysis (Strength, Weakness, Opportunity and Threats), namely an internal analysis of the LP3I Jakarta Polytechnic consisting of strengths and weaknesses, and an external analysis of the LP3I Jakarta Polytechnic consisting of opportunities and challenges. Determination of the polytechnic leadership strategy in improving the professionalism of lecturers at the LP3I Jakarta Polytechnic based on;

a. LP3I Polytechnic Statute

Statute of the 2018 LP3I Jakarta Polytechnic Article 69 concerning the Guidance and Development of Lecturers, namely;

- a) Guidance and development of LP3I Jakarta Polytechnic Lecturers includes professional and career development and development.
- b) Professional guidance and development of LP3I Jakarta Polytechnic Lecturers as referred to in paragraph 1 is carried out through increasing pedagogic competence, personality competence, social competence, and professional competence.
- c) The guidance and career development of lecturers as referred to in paragraph 1 is carried out through assignments, promotions, and promotions.

b. The vision and mission of the Jakarta LP3I Polytechnic is listed in point 6, namely;

"Developing the quality of human resources to provide excellent service, developing the quality of human resources here for both educators and education staff"

c. Strategic Plan 2015-2020 The program is at point d, namely:

"Improving pedagogical competence, personality, social professionalism, work culture, and high work discipline in relation to the capacity to build the Jakarta LP3I Polytechnic"

Based on the above, the Jakarta LP3I Polytechnic has established a strategy in improving the professionalism of lecturers which is reflected in its Statute, Vision, Mission and Strategic Plan.

Strategic planning for the leadership of the LP3I Jakarta Polytechnic in improving lecturer professionalism

The strategic planning of polytechnic leaders in improving lecturers' professionalism is contained in the leadership's annual work program as follows:

a. Director Work Program

"Increasing Human Resources (HR) through Education, Training and Development by 80%"

b. Wadir Work Program 2

'... lecturer development is ensuring the professional improvement of lecturers through training, development and further study education'.

c. Wadir Work Program 1

Wadir 1's work program for professional improvement of lecturers focuses more on increasing the quantity of Research and Community Service, namely:

- a) Increase the number of research themes from 13 titles to 20 titles
- b) Increase the number of community service themes from 24 to 35 community service themes
- c) Increase the participation of lecturers in the SINTA membership (System and Technology Index) from 62 lecturers to 100 lecturers
- d) Increase the number of published articles from 35 to 50 titles

d. Work Program of the Head of Education Personnel

The work program of the Head of Education Personnel (HR) which is regarding the running of the management of education personnel running 100% consists of:

- a) Achieving the number of Lecturer ratios of 1:25 for the IPA group and 1:30 for the IPS
- b) The achievement of improving the quality of lecturers from 10 trainings to 12 trainings both internally and externally
- c) Achievement of career path development for lecturers through Functional Positions and Lecturer Certificates increased by 20%
- d) Implementation of lecturer workload reporting (BKD) and lecturer work report (100%)

Judging from the Work Program of the Director of the Polytechnic, in the field of Human Resources, there is an increase in Human Resources (HR) through Education, Training and Development by 80%, where the work program of the director of the polytechnic is a strategy for the leadership of the polytechnic in improving the professionalism of lecturers. This work program is a work guideline for leaders (wadir, head of study program, head of department) in improving lecturers' professionalism. Looking at the work programs of the polytechnic leaders, all of them are aimed at increasing human resources, namely through; education, training and development.

Polytechnic leadership strategy policy in improving lecturer professionalism

The leadership strategy policy is a tool of management to carry out work programs so that they run in accordance with setting goals. Because usually the work program that has been made but the policy strategy does not support it, it is likely that the work program will not be implemented properly.

According to Robbin and Coulter (2010:169) "Policy is a guide in making decisions. Policies create general decisions about how to make decisions and not specific statements of what can and cannot be done.

Solihin (2002:29) states that policy is "as a guide to action, policy is a general guide that will direct decision-making to be taken by decision makers within the company".

a. LP3I Polytechnic Technical Guidelines Article 30, Regarding Tuition Fee Allowances:

Point 1, Continuing Education Fee Allowance; a) Employees who have high work performance and want to continue their education to the undergraduate level and beyond, the company will provide assistance to finance the education of these employees until completion.; B) ...

b. LP3I Polytechnic Standard Operating Procedure point 6.1. General Operational Guidelines;

- a) Within one (1) year, each employee receives at least one (1) training within the company to improve their skills and knowledge.
- b) Training proposals that come from employees can be fulfilled a maximum of one (1) time in a year and are adjusted to the conditions of the Institution.
- c) For certain matters, employees can be sent to attend external training to attend seminars and the like, especially for leaders, heads of sections, heads of fields and lecturers.
- d) Based on the evaluation and future HR projections, institutions can send employees for courses both at home and abroad and education both at home and abroad.
- e) Employees who have attended the training must provide an accountability report for the activities followed to the company in the form of presentations and or transfer of knowledge to co-workers.
- f) The training aims to develop and improve the skills and knowledge of employees.

Policies for further studies, training and courses at the LP3I Jakarta Polytechnic have made SOPs and technical guidelines. So that it can support the professional improvement of its human resources, especially lecturers as educators.

Implementation of the polytechnic leadership strategy in improving lecturers' professionalism

Implementation is the process or implementation of a work program or activity that has been previously determined, the goal is that the programs or activity plans that have been made or that have been determined can be carried out according to the plan, starting from what will be implemented, when, how much costs, who is responsible. The implementation of the polytechnic leadership strategy in improving lecturer professionalism that has been carried out by the LP3I Jakarta Polytechnic is as follows:

- a. Education Sector
 - a) Advanced Study Education for lecturers
Education Further study S1 to S2
Education for further studies from master to doctoral degree
 - b) Training through upgrading, seminars, workshops and similar activities:
Teaching Technical Training
Technology and Information Training
SPMI Workshop
 - c) Development
Instructional Engineering Basic Skills Improvement Program (PEKERTI).
Student Creative Program (PKM)
Guidance and Counseling for Academic Supervisors.
Technical Guidance for Final Project Guidance
Functional Position (Jafung)
 - d) Impasing
 - e) Lecturer Certification
- b. Research Field
 - a) Research Training/Workshop
 - b) Research Technical Guidance.
- c. Field of Community Service
 - a) Community Service Training/Workshop
 - b) Community Service Technical Guidance.

Based on the implementation of the polytechnic leadership strategy, it can be seen that all the activities that have been carried out are in improving the professional lecturers.

Monitoring and evaluation of polytechnic leadership strategies in improving lecturers' professionalism

Monitoring is an activity to control the course (implementation) of the work program that has been made. Monitoring of action plan activities usually starts from before implementation, during implementation and after implementation. The implementer of this monitoring activity is a related field, as well as the person in charge of implementing the monitoring is a related field. Evaluation is an activity to see how far the achievement of the work program proclaimed by the leadership in order to achieve the goals or work programs that have been made together. Evaluation of work programs at the LP3I Jakarta Polytechnic is carried out on a quarterly, semi-annual and annual basis. The evaluation of this work program is an evaluation of the annual strategic plan made at the beginning of each year. Those responsible for monitoring and evaluating this strategic plan or work program are Deputy Director I for education and Deputy Director II for HR. At the end of each quarter, Deputy Director 1 asks the Head of Study Programs, Head of Academic Administration (BAA) and Head of the UPPM Research and Community Service Unit to make an evaluation report of his work program, while Deputy Director 2 asks the Head of the Tendik and Tendos Division to make a work evaluation report. The evaluation of this work program is presented in front of the Director and other leaders. In this periodic evaluation, it is seen that the achievements and non-achievements of the work programs made by the leaders of the Polytechnic are seen. Below are the results of the evaluation of the polytechnic leadership work program in improving lecturer professionalism for the period 1 July 2019 – 30 June 2020 as follows:

No	Study Program	Number of Lecturers	Research			
			Before	%	after	%
1	Information Management	80	14	4,7	15	5,0
2	Business Administration	124	24	8,1	25	8,4
3	Computer Accounting	63	7	2,4	8	2,7
4	Multimedia Computer Visual	16	4	1,3	5	1,7
5	International Business Administration	13	3	1,0	4	1,5
	Total	296	52	17,5	57	19,2

No	Study Program	Number of Lecturers	Community Service			
			Before	%	after	%
1	Information Management	80	13	4,5	15	5,0
2	Business Administration	124	23	7,7	26	8,8
3	Computer Accounting	63	9	3,0	11	3,7
4	Multimedia Computer Visual	16	4	1,5	5	1,7
5	International Business Administration	13	4	1,5	5	1,7
	Total	296	54	18,2	62	20,9

No	Study Program	Number of Lecturers	Lecturers with Master Degrees			
			Before	%	after	%
1	Information Management	80	26	32,5	31	38,7
2	Business Administration	124	92	74,2	102	82,2
3	Computer Accounting	63	28	44,4	32	50,8
4	Multimedia Computer Visual	16	6	37,5	8	50
5	International Business Administration	13	7	53,8	9	69,2
	Total	296	159	53,7	182	61,5

No	Study Program	Number of Lecturers	Lecturer Functional Position			
			Before	%	after	%
1	Information Management	80	13	16,2	13	16,2
2	Business Administration	124	23	18,5	33	26,6
3	Computer Accounting	63	9	14,3	9	14,3
4	Multimedia Computer Visual	16	4	25	4	25
5	International Business Administration	13	4	30,8	6	46,1
	Total	296	55	18,6	65	21,9

No	Study Program	Number of Lecturers	Certified Lecturers			
			Before	%	after	%
1	Information Management	80	4	5	5	
2	Business Administration	124	13	10,5	18	14,5
3	Computer Accounting	63	3	4,8	4	6,3
4	Multimedia Computer Visual	16	0	0	0	0
5	International Business Administration	13	2	15,4	3	23,1
	Total	296	22	7,4	31	10,5

Obstacles to leadership strategies in professional improvement of lecturers at polytechnics

The obstacles faced by the Jakarta LP3I Polytechnic, especially the leadership's strategy in improving the professionalism of lecturers are as follows:

a. The lecturer paradigm that has not changed is from a lecturer at a course institution to a lecturer at a higher education institution.

The change in institutional status from a course institution to a university has resulted in changes in the rules and policies where the requirements for a lecturer are at least a master's degree, have an NIDN, and teach according to their field of education as well as conduct research and community service. While in the course institution there are no such rules and policies. So that someone is given the task of teaching if he masters the subject he will forgive, in the case of a psychology graduate (S1) because he mastered graphic design in the computer science family, he was given the task of teaching that course, while in the Dikti policy rules a teacher or lecturer in To teach these courses, you must have an educational background in computer science and a minimum of a master's degree in computer education. From the personal side of the lecturer, he feels he is able to transfer knowledge and teach the graphic design course and the institution also does not feel disadvantaged

and the students get their rights, but on the university side this violates the rules and policies of the Higher Education, and the lecturer feels that the institution needs to teaching the course, he did not want to make adjustments by continuing his master's education in the computer department.

The second case, based on the rules and policies of higher education, a lecturer must carry out research and community service. Some lecturers because they want to only teach so they have never done research and community service, so when they want to make Jabfung and lecturer certificates, many do not meet the requirements because they have never made research and community service written in journals which are one of the requirements in managing Jabfung and the lecturer certification, so that there are still many lecturers who hold the status of lecturers but do not yet have their functional positions (Jabfung). This of course creates problems or obstacles that the LP3I Jakarta Polytechnic must find a solution for.

b. Unpreparedness of the lecturer concerned in preparing documents or portfolios required by DIKTI or LLDIKTI

The problem of the lecturer concerned is also an obstacle that occurs at the LP3I Jakarta Polytechnic is the lecturer in question has not been able to meet the requirements set by DIKTI or LLDIKTI, so it can still be seen from a total of 296 lecturers at the LP3I Polytechnic who received Jabfung and certification of approximately only 25 % of the total lecturers who have NIDN/NUPK.

For example, for improving lecturers such as making Jabfung or lecturer certification, the problem lies with the lecturers themselves, because the policies and rules set by the system already exist from DIKTI or LLDIKTI regarding the portfolio and supporting documents that are owned for the requirements for making Jabfung and lecturer certification cannot be fulfilled by the lecturer concerned, so there are still very few lecturers who have a jab function or certification.

c. The leadership strategy in improving lecturers' professionalism which is implemented into the work program has not seen any special and sustainable projects.

Based on the study of documents obtained, although starting from the Statutes, Strategic Plans and work programs for polytechnic leaders, there are work programs for professional development/improvement of lecturers, but these work programs do not reflect specifically on improving the quality of the lecturers.

The strategic plan must be turned into an operational plan that will provide direction or guidance for the institution on a daily basis. A successful plan is a plan that can be implemented well (Harry, 2018:36)

The strategic plan is derived or converted into an operational plan (work program) then this work program in order to run well then all components must be involved so that it can run effectively and efficiently.

For example, in the program there are targets for training, training and seminars as well as further education for lecturers, but from the work program targets it is not clear how to implement the work program targets.

So that the work program can be implemented properly, it must be made specifically that involves all relevant elements, such as starting from who is in charge, how to determine which lecturers will be trained, trained or included in the seminar, then when it will be implemented, who involved, how much will the activity cost? It can also be seen in the table of lecturers' positions and further education of lecturers that there are still many lecturers who do not have a jabfung and education is still S1, but the work program of both the Head of HR and the Head of Study Programs does not show any special programs for upgrading in that direction.

d. The work program for professional improvement of lecturers at the LP3I Polytechnic did not run according to the time and adjustment of conditions.

Based on the results of interviews with leaders that one of the obstacles to the failure of the work program for professional improvement of lecturers is because it is not in accordance with the work program. For example in the development of further education studies (S2, S3) which should be completed on schedule within 2 years for S2 and three years for S3, but because the further study participants have not been able to complete on time, the graduation of these participants is delayed, causing submissions. which is new for participants of further education in the following year is the most pending.

e. There is a change in policy that hinders the achievement of the work program.

Policy changes in the middle of the road hinder the achievement or implementation of the work program for professional improvement of lecturers. Examples of lecturers because of the obligation to do tri dharma in community service. So some lecturers carried out these abdimas activities in an educational institution, but because of a new policy in the middle of the road, the work program was stopped, thus hampering the program that had been made. Like now in the business administration study program, there is a community service program, now it has stopped because of financial policy problems, like now we have a program in Srengseng at the Tahfiz Quran house that has been planned and there are funds, but there is a policy from the institution, apparently the funds did not go down in the end it was stopped first so now there is no service even though the program has been prepared until 2020. There is a policy change in the application of funds for community service, if previously the budget was issued first then the activities to be carried out were determined, but now a proposal must be made first, and submitted and approved a new budget will be issued.

f. Limited facilities and infrastructure owned, so it has not supported the improvement program.

The lack of infrastructure also hampers the work program to improve lecturers. For example, when carrying out training or training internally, there is no place available so that the scheduled training and training activities are not carried out, this is because it is related to the time of the instructor and participants who have scheduled the time and then cannot.

g. Weak monitoring so that the work program does not run or runs only to the extent of dropping out of work.

The work program that has been made runs only to carry out work programs and abort tasks. For example, in order to improve the professionalism of lecturers, basic scientific writing training is made, the minimum requirement for participants is lecturers who have NIDN and functional positions, so when the data collection of participants is listed the participants are in accordance with the desired requirements. Jabfung or NIDN, it can be seen that the work program has been carried out but the quality has not been achieved because at the planning and implementation stages of the training, it is not monitored so that the implementation is just a job loss.

Professional Lecturer Profile

The professional profile of lecturers includes lecturers who have; 1). 4 (four) basic competencies; pedagogic competence, personality competence, social competence, professional competence, 2) implementing the tridharma of higher education; education/teaching, research and community service, 3) obtaining lecturer certification. Each aspect of these three aspects has different indicators, but all indicators of these three aspects when put together will become complete indicators as indicators of professional lecturers. In fact, these indicators are interrelated. Based on research, LP3I Jakarta Polytechnic lecturers who are included in the category of professional lecturers have increased as follows:

- a. Increasing the competence of lecturers is seen from the number of lecturers with educational levels, functional positions, as well as the results of feedback evaluation. There was an increase in lecturers with a second-level education, which was originally only 53.7% from 296 lecturers, which increased to 61.5%. Lecturers who had functional positions originally only 18.6% increased to 21.9%, lecturers who had feedback evaluations were originally only 70% who had a minimum score of B increased to 80% of lecturers who teach at polytechnics.
- b. Increased implementation of the tri dharma of higher education, seen from the number of lecturers who carry out research and community service. Lecturers who carried out research initially only 7.7% increased to 12.8%, while lecturers who carried out community service also experienced an increase, which was originally only 8.8% to 15.5%.
- c. The increase in lecturers who received educator certification, which was originally only 7.4%, increased to 10.5% from 296 lecturers.

V. CONCLUSION

Based on the results of the research, the polytechnic leadership strategy in professional improvement of lecturers at the LP3I Jakarta Polytechnic has been running, namely through the polytechnic leadership strategy which is poured into the work program and action plans of each related leader according to their duties and functions. This can be seen from the increase in the number of lecturers who continue their education from S1 to S2, the evaluation of lecturer feedback has increased, the number of lecturers who get lecturer positions has increased and the number of lecturers who carry out research and community service has also increased. However, in its implementation it has not been fully implemented due to the constraints faced by each relevant leadership, especially the limited human resources, infrastructure and development budget for the professional improvement of the lecturers. And in general, the effectiveness of the professional improvement strategy has increased but has not been maximally achieved, this can be seen from the overall increase in the professionalism of the lecturers from before and after the child leadership strategy by 21%. The antderincci conclusions are as follows:

1. Formulation of polytechnic leadership strategies in improving lecturers' professionalism.

In particular, the formulation made by the leadership of the LP3I Jakarta Polytechnic has been effective in improving the professionalism of lecturers, this can be seen from an increase in the number of lecturers belonging to the professional category, namely lecturers with S1 to S2 degrees from 159 to 182, lecturers who received functional positions from 55 lecturers to 65 lecturers, lecturers who have received certification from 22 lecturers to 31 lecturers, lecturers who carry out research from 23 lecturers to 26 lecturers, lecturers who carry out community service from 38 lecturers to 46 lecturers.

2. Planning a polytechnic leadership strategy in improving lecturers' professionalism.

The planning of leadership strategies in improving the professionalism of lecturers causes professional improvements at the level of lecturer education, functional positions, lecturer certification, research and community service at the Jakarta LP3I Polytechnic. This can be seen from the results of the

leadership strategy which shows an increasing result, namely by 21 percent of lecturers which includes the professional profile of lecturers from before strategic planning is made and after leadership strategy planning is made.

3. Polytechnic leadership strategy policy in improving lecturers' professionalism.

The policy of the polytechnic leadership strategy in improving the professionalism of lecturers has gone well, this can be seen in the work programs and action plans that have been made and the results are reflected in an increase in the number of lecturers who continue their education to a higher level, lecturers who get functional positions, lecturers who obtain certification of educators, lecturers who carry out research and community service. So that this reflects the existence of an effective leadership strategy policy.

4. Implementation of the strategy of polytechnic leaders in improving lecturers' professionalism.

The implementation of the polytechnic leadership strategy in improving the competence of lecturers has been running according to the work program and action plans made, such as the implementation of training activities, further education of lecturers, and increasing lecturers who carry out the tridharma of higher education, namely education and teaching, research, and community service. , as well as the ongoing management of the National Lecturer Identification Number and the functional position of the lecturer. Overall, there is an increase in lecturers who are categorized as professional from before the leadership strategy and after the leadership strategy.

5. Monitoring and evaluation of polytechnic leadership strategies in improving lecturers' professionalism.

The implementation of the work program at the LP3I polytechnic has been carried out by implementing periodic monitoring and evaluation to find out obstacles and future follow-ups which are routinely carried out through monthly, quarterly, semester and annual meetings. From the implementation of monitoring and evaluation, professional improvement can be seen from 3 indicators. The first is the competence of the lecturer, where the competence of the lecturer can be implemented even though it is not maximally as expected. Based on the results of the evaluation of 296 lecturers, there was an increase in the competence of lecturers, which was originally only 53.71% of lecturers with a strata 2 education, which increased to 61.5%. Meanwhile, lecturers who had functional positions were originally only 18.6%, increasing to 21.9%. The second indicator is lecturers who carry out the tri dharma of higher education, namely lecturers who carry out research initially only 7.7% increased to 12.8%, while lecturers who carried out community service also experienced an increase, which was originally only 8.8% to 15.5%. The third indicator is that lecturers who have received certification have also increased from 7.4% to 10.5%.

6. Obstacles to leadership strategies in professional improvement of lecturers at polytechnics.

Each implementation of the work program has its own challenges, as well as in improving the professionalism of lecturers. With the implementation of evaluation of target achievement on a regular basis at the LP3I Jakarta polytechnic, there are efforts to overcome obstacles that hinder the achievement of targets. By knowing the obstacles faced, a strategy can be formulated to overcome these obstacles directly in a meeting with the leadership. The obstacles faced in implementing leadership strategies in improving lecturers' professionalism are caused by various factors, both from internal factors, such as; lecturer paradigm, unsustainable work program, unpreparedness of lecturers, implementation not according to the action plan, weak monitoring, limited facilities and infrastructure owned, and external factors such as; the lack of training or training, and if any, the participants are limited, and the lack of socialization to lecturers.

7. Professional lecturer profile as a result of the polytechnic leadership strategy.

The professional profiles of lecturers as a result of the polytechnic leadership strategy are 1) competent lecturers such as; continuing education at a higher level, participating in trainings, trainings, technical guidance related to competence. 2) lecturers who carry out the tridharma of higher education such as; teaching, research and community service. 3) lecturers who are certified educators.

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