

Managing Short Course Initiatives for the Professional Development of Early Career Lecturers in Islamic Religious Universities

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ABSTRACT:

This study aims to examine and analyze the management of the Early Career Lecturer Competency Improvement Program (PKDP) in fostering the professionalism of faculty members within the Directorate of Islamic Higher Education at the Ministry of Religious Affairs of the Republic of Indonesia. The focus of the analysis is on three key aspects of program management: planning, implementation, and evaluation. The research adopts a descriptive qualitative approach, wherein the researcher provides an in-depth exploration of the phenomenon under study. Data collection methods employed include observations, interviews, and document analysis. The collected data are processed through stages of data condensation, presentation, and conclusion drawing. To ensure data credibility, triangulation of sources and techniques is utilized. The findings indicate that the management of the PKDP for improving the competence of novice lecturers involves: (1) Planning, which is coordinated through meetings between government representatives and participating universities; (2) Implementation, which comprises two primary activities: the In-Service Course and On-the-Job Course; and (3) Evaluation, which is conducted through surveys and reporting mechanisms aimed at refining and enhancing the program for future iterations.

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ABSTRAK:

Penelitian ini bertujuan untuk mengkaji dan menganalisis manajemen Program Peningkatan Kompetensi Dosen Pemula (PKDP) dalam membangun profesionalisme dosen di Direktorat Pendidikan Tinggi Keagamaan Islam pada Kementerian Agama Republik Indonesia. Fokus analisis ini terletak pada tiga aspek utama manajemen program: perencanaan, pelaksanaan, dan evaluasi. Penelitian ini menggunakan pendekatan kualitatif deskriptif, di mana peneliti melakukan eksplorasi mendalam terhadap fenomena yang diteliti. Metode pengumpulan data yang digunakan meliputi observasi, wawancara, dan analisis dokumen. Data yang terkumpul kemudian diproses melalui tahapan kondensasi data, penyajian data, dan penarikan kesimpulan. Untuk memastikan kredibilitas data, digunakan prosedur triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa manajemen PKDP untuk meningkatkan kompetensi dosen pemula melibatkan: (1) Perencanaan yang dilakukan melalui rapat koordinasi antara perwakilan pemerintah dan perguruan tinggi penyelenggara; (2) Pelaksanaan yang mencakup dua jenis kegiatan utama, yaitu In-Service Course dan On-the-Job Course; dan (3) Evaluasi yang dilakukan melalui survei dan mekanisme pelaporan untuk memperbaiki dan meningkatkan program agar lebih baik di masa yang akan datang.

Kata kunci: *Manajemen Program; PKDP; Profesionalisme Dosen*

INTRODUCTION

Lecturers play a crucial role in enhancing the quality of higher education, serving as key contributors to teaching, research, and community service. Strengthening the competence of lecturers is an essential component of efforts to improve educational standards. On a global scale, countries such as Finland, the United States, and South Korea are recognized for having some of the most effective lecturer development systems worldwide. In these nations, lecturer development is guided by three primary criteria: prospective lecturers must hold advanced degrees (Master's or Doctoral), undergo specialized training, and engage in continuous learning. Furthermore, a select group of educators, typically around ten percent, is chosen from the top graduates who have achieved the highest academic distinctions. Additionally, lecturers in these countries must continually strive to maintain their positions post-PhD by pursuing postdoctoral research and securing roles as assistant professors (Hakim & Aliyyah, 2024). This model contrasts with the systems in some other



countries, where high academic qualifications alone are often considered sufficient for lecturer positions.

In Indonesia, similar initiatives to enhance lecturer competencies are implemented through various government policies, including lecturer certification, research capacity-building programs, and technology-based teaching skills training. However, previous research highlights a gap in the clarity and detail of these competency development programs. Specifically, it suggests that the strategies for strengthening lecturer capacity lack a well-defined framework or comprehensive approach (Prof. Dr. M. Hasbi Amiruddin, 2021). As a result, lecturer development programs often fail to address the specific challenges faced by early-career faculty members, which can hinder the advancement of their professionalism.

Early career lecturers often encounter various challenges, including limited teaching experience, restricted access to research resources, and difficulties in navigating the complexities of the higher education system. As such, the professionalism of lecturers is a critical factor in achieving the goals of quality higher education. Competence serves as the primary indicator of professionalism, making the enhancement of competence a key requirement for fostering professional behaviour. Consequently, targeted programs are essential to improve lecturer competence and promote professionalism, particularly for novice lecturers. This is especially important as not all university lecturers come from educational backgrounds or have received formal teacher training. Therefore, equipping them with essential teaching knowledge is crucial for effective learning and curriculum development on campus.

The development of lecturer professionalism is essential for enhancing the quality of human resources in higher education (SDMD). This requires a systematic, focused, measurable, and organized process that enables lecturers to perform their duties and responsibilities with greater professionalism. As outlined in Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1, paragraph 2, lecturers are recognized as professional educators and scholars, with the primary task of transforming, developing, and disseminating knowledge, technology, and the arts through education, research, and community service. According to this regulation, the principles of professionalism for lecturers include: (a) possessing talent, interest, vocational passion, and idealism; (b) demonstrating a commitment to improving

educational quality, faith, piety, and moral integrity; (c) holding academic qualifications and educational backgrounds relevant to their field of responsibility; (d) possessing the competencies required for their role; (e) assuming responsibility for the implementation of professional duties; (f) receiving compensation that reflects work performance; (g) having opportunities for continuous professional development through lifelong learning; (h) enjoying legal protection in the execution of their professional duties; and (i) being part of a professional organization with the authority to regulate matters related to their professional responsibilities.

In fact, several previous studies reveal that: First, the challenges faced by lecturers in dealing with technological developments are not only expected to have qualified technological skills, but also need to have the ability to continue to update knowledge to remain relevant in teaching students in the digital era (Pertiwi et al., 2024). Second, there are still many lecturers who occupy positions as expert assistants or lecturers in study programs because there are difficulties in increasing academic positions, this is because lecturers do not have research (Ulfah, 2021). This is why lecturers are often faced with a high workload, where research development requires time and commitment, so it needs the right balance, for example, the problem of access to research funds. Not all universities have sufficient access to research funds.

Third, there are significant problems for the lecturer profession, such as salary or welfare, further studies, administrative responsibilities, publications, reputable international publications, and networking. On issues related to international publications, for example, reputable international publication rules are very burdensome for lecturers because of the long time and high publication costs, but many lecturers respond positively to these international publication rules (Yohamintin, 2023). Fourth, another problem in lecturers can be seen in the number of professional lecturers who have educator certificates and have been certified is still quite low. This can impact the lecturers' professionalism in carrying out their duties, especially for lecturers who have not been certified because the allowances provided by the government for lecturer certification will encourage lecturers to motivate themselves in doing their work. Therefore, the more certified lecturers, the greater the opportunity to improve the quality of education in higher education through better performance from lecturers in carrying out their responsibilities as professional



educators (Zulfa, 2021). Therefore, increasing the competence of human resources needs to be done in achieving professionalism to carry out the responsibilities of a job as is the case for novice lecturers.

Based on PTKI EMIS data, the number of lecturers at Islamic religious universities (PTKI) who do not hold lecturer certification is still large. In the 2022/2023 data period, there are 8,693 certified PTKIN lecturers, while 9,758 are not certified. Then at PTKIS, 4,480 lecturers have been certified, while lecturers who have not been certified amounted to 15,563 lecturers. Thus, in total, 25,321 PTKI lecturers have not been certified out of a total of approximately 38,494 PTKI lecturers. This situation indicates that lecturers' performance is still low because to become a certified lecturer, the Tridharma of Higher Education's elements must be fulfilled, including teaching, research, and community service. One of the government's programs for improving the quality of education is improving the quality of lecturers through lecturer certification. Through the lecturer certification program, professional lecturers will be formed, namely lecturers who have at least met academic qualification and competency standards.

Early career lecturers must understand higher education dynamics, the latest teaching methods, and various roles expected to improve education quality. To answer this challenge, the Directorate of Islamic Religious Higher Education, Directorate General of Islamic Education, and Ministry of Religion of the Republic of Indonesia created a program designed to assist novice lecturers in developing the skills and knowledge needed to become effective and qualified professionals, the program is a short course Improving the Competence of Beginner Lecturers (PKDP). This PKDP short course program is important to improve the professionalism of lecturers in carrying out the Tridharma of Higher Education with all the challenges and problems a lecturer faces. The PKDP program, which is carried out under the auspices of the Ministry of Religion, is a program motivated by the Improvement of Basic Skills in Instructional Engineering or PEKERTI program implemented by the Ministry of Education, Culture, Research, and Technology to improve the professionalism of lecturers in holding functional positions, especially in improving pedagogical skills.

The PKDP short course program is a lecturer training program to improve abilities, including pedagogic skills, writing scientific papers, religious

moderation, and career development. The program has a significant strategic contribution in supporting the development of education policies and future training model innovations, such as designing policies that are more responsive to the needs of novice lecturers, identifying gaps in existing training programs so that policies can address unmet needs and improving the quality of learning and research. The existence of this program will ensure that lecturer development is more focused, relevant, and able to improve the quality of higher education as a whole. In addition, this program certainly impacts lecturers' better understanding of how training can increase academic productivity and the relevance of higher education in society.

The thing that distinguishes the PKDP short course training program from the PEKERTI program is that the PKDP program emphasizes four competencies, namely professional, pedagogic, personality, and social competence. In addition, the PKDP program also aims to equip lecturers with career paths and emphasize religious moderation. The PKDP short course program budget is covered by a government program, namely the Indonesia Bangkit Scholarship (BIB) non-degree program, a collaborative scholarship between the Ministry of Religion of the Republic of Indonesia and the Education Fund Management Institute (LPDP). Implementing the PKDP short course program is important, as it must be carried out by looking at several factors such as adequate facilities, qualified human resources, and the budget that has been provided.

The implementation of the PKDP short course program management is not an easy task, it requires careful planning, adequate resources, effective monitoring, and continuous evaluation to ensure the success of the program. In addition, it is also important to assess the impact of the PKDP short course program on lecturer professionalism, both in terms of teaching, research, and contribution to educational institutions. Looking at the problems of lecturers' human resources, especially for novice lecturers in Islamic Religious Universities (PTKI), both public and private, it is very important to implement them at this time. The policy of the Ministry of Religion of the Republic of Indonesia in carrying out the institutional development of PTKI is the main reason why this human resource problem is very urgent to pay attention to.



METHODS

This study uses descriptive qualitative research to explore the management of the short course program Improving the Competence of Beginner Lecturers (PKDP) to realize the professionalism of lecturers in Islamic Religious Universities. This approach was chosen to study or describe in depth the phenomenon that will produce descriptive data in the form of written or oral words from the objects observed during the research (Moleong, 2019). This research focuses on the planning, implementation, and evaluation related to the short course program Improving the Competence of Beginner Lecturers which aims to realize the professionalism of lecturers in Islamic Religious Universities (PTKI).

Data collection is carried out through observation, interviews, and documentation. The researcher made observations using non-participant observation techniques where the researcher only acted to observe without participating in activities through a series of photos and videos related to program planning, implementation, and evaluation (Sari, 2023). Observation was carried out to gain a comprehensive understanding of the planning, implementation, evaluation of the program and the assessment carried out to program participants. The researcher conducted an interview with the head of the sub-directorate of manpower of DIKTIS, the Chairman of LPM UIN Malang, the program committee, and program participants about the initial planning of the PKDP short course program, then a series of processes for the implementation of the PKDP short course program to the evaluation carried out by the organizers. Then, the researcher collects data in the form of documents related to the process of planning, implementing, and evaluating programs, such as the PKDP short course program manual, program evaluation reports, results of participant tasks, and survey results of program participants.

The tools and technologies used in this study include audio recording devices to record interview data, field notes to document observations, and computer software to analyze qualitative data. Data analysis was carried out using the Miles, Huberman, and Saldana model data analysis technique process, which has three stages, namely data condensation, data presentation, and conclusion drawing (Miles, M.B, Huberman, A.M, & Saldana, 2014). Initially, data was collected through observation, interviews, and document review. Then the collected data is combined with the process of determining,

simplifying, abstracting, and transforming. After condensation, the data is then presented in the form of descriptions and charts. Finally, conclusions were drawn based on data related to the planning, implementation, and evaluation of the short course program Improving the Competence of Beginner Lecturers in realizing the professionalism of PTKI lecturers.

The validity test of the data was checked using the triangulation technique, namely source triangulation and triangulation technique. Triangulation of sources involves cross-verification of information obtained from various sources such as the Head of the Sub-Directorate of Manpower of DIKTIS, the Chairman of LPM UIN Malang, the PKDP program committee, and PKDP program participants. This process aims to identify data consistency and discrepancies and improve the credibility of the findings. Triangulation techniques are applied using different methods to collect data from the same subject, such as interviews and observations, which are both used to collect information about the planning, implementation, and evaluation of the PKDP short course program.

FINDINGS

Planning of the Short Course Program for Improving the Competence of Beginner Lecturers (PKDP) to Realize Lecturer Professionalism

The Directorate of Islamic Religious Higher Education has a lecturer competency improvement program known as the Beginner Lecturer Competency Improvement (PKDP) short course program, which is planned as a solution to various problems in the implementation of the Tridharma of Higher Education for beginner lecturers at religious universities (PTK) at their place of duty. The program's implementation needs to be carried out well by management so that it can be carried out effectively and efficiently so that the goals can be achieved according to the plan. Planning is the main step in management that must be done to achieve goals, so in implementing the short course program Improving Competence of Beginner Lecturers (PKDP), careful planning is needed so that the program can be implemented properly.

Plan a program to improve the competence of novice lecturers and help them realize lecturers' professionalism by answering various problems a lecturer faces. The planning stages carried out are: As expressed by the Head of



the Sub-Directorate of Higher Education in 2023 (Ruchman, 2024): "The way we find out what problems exist with PTKI lecturers is by identifying the needs and problems in the field for lecturers with the chairmen of LPM PTK, then from these problems the purpose of holding the program is formulated...". This statement was affirmed by the chairman of LPM UIN Malang (Helmy, 2024): "We got information about the background of this activity (PKDP) from the central committee coordinated by the sub-directorate of higher education manpower, according to information from there is a problem for beginner lecturers in the PTKI environment, namely regarding their skills/skills in pedagogy. Then secondly, the atmosphere in our country experiencing a crisis in terms of religious moderation must be resolved through this program. The third is regulations on lecturer careers, where many lecturers do not know the level of lecturer career rank. From some of these problems, Diktis invited universities to conduct a coordination meeting to discuss further and identify the needs and problems in the field for lecturers...".

The interview results can also be seen in the documents obtained by the researcher. The document is one of the coordination meeting activities carried out by the Directorate of Islamic Religious Higher Education, Ministry of Religion of the Republic of Indonesia, in planning the short course program for Improving the Competence of Beginner Lecturers (PKDP).



Figure 1. Coordination Meeting of the Beginner Lecturer Competency Improvement Program (PKDP)

The existence of the Beginner Lecturer Competency Improvement (PKDP) short course program originated from the diagnosis of problems carried out by DIKTIS together with the Higher Education Quality Assurance Institute, which has the goal of improving pedagogic skills, realizing pioneer lecturers in religious moderation, equipping lecturers with an understanding of careers and positions of lecturers and to improve the ability to write scientific papers. This is supported by an interview with the PTKIN Diktis Professional Development Subcommittee (Ummu Shofiya, 2024): "The reason the PKDP program is held is because of the number of our lecturers felt to have lack pedagogic mastery Secondly, there is indeed a need for preparation, where if the Ministry of Education and Culture before the lecturers certification there is a name for the PEKERTI program if in us it is more perfect, which is not only pedagogic but there are three other aspects, namely religious moderation, career development and how to develop and improve scientific papers. So four aspects are emphasized in the PKDP program."

Thus, based on the findings obtained by the researcher, planning is carried out by coordination meetings, socialization, and technical guidance, starting from problem diagnosis and goal formulation to preparation for the implementation of the PKDP short course program.

Implementation of the Short Course Program for Improving the Competence of Beginner Lecturers (PKDP) to Realize Lecturer Professionalism

In each program, of course, there are stages of implementation so that the program is controlled and, at the climax, can achieve the planned goals. Implementing the short course program Improving the Competence of Beginner Lecturers (PKDP) to realize the professionalism of lecturers carried out by the Directorate of Islamic Religious Higher Education of the Ministry of Religion of the Republic of Indonesia is carried out in several stages based on table 1 below.



Table 1. Stages of Implementation of the Short Course Program

It	Stages	Time	Person in Charge
1	In Service Course (ISC) I	6 days (48 JP)	Trainers (60% knowledge, 40% practice)
2	On The Job Course (OJC)	52 days (140 JP)	Supervisors and PKDP Participants
3	In Service Course (ISC) II	2 Days (16 JP)	Mentors and participants, supervisors and program managers

The PKDP short course program is implemented in each of the respective Organizing Universities (PTP) appointed by the Ministry of Religion of the Republic of Indonesia. The implementation of the PKDP short course program is carried out for 3 (three) months or 60 days with the In-Service Course (ISC) and On the Job Course (OJC) patterns. The implementation of the PKDP program is carried out according to the needs of program participants, which was designed by Diktis by first analysing the problems of lecturers. Alignment of the program with the needs of the program goals is absolutely prioritized because it has a direct effect on the benefits that the program goals will obtain.

As conveyed by the Head of the DIKTIS Manpower Sub-Directorate who stated regarding the benefits of holding the PKDP short course program (Ruchman, 2024): "Yes, the main benefit of holding PKDP is, of course, adding insight and skills to become a good lecturer, a professional lecturer, a lecturer who can carry out learning tasks, then have skills and understanding of religious moderation, which later the action will not only be for personal provisions but also Also disseminators or people who are at the forefront of understanding or making Islam a flexible, tolerant and peaceful understanding. In addition, they can also understand well how to improve their careers and take care of their rank".

Thus, the PKDP short course program is implemented in two stages, namely, the service course and the on-the-job course. This is followed by an assessment of the graduation of program participants and the issuance of certificates.

Evaluation of the Short Course Program for Improving Beginner Lecturer Competencies (PKDP) to Realize Lecturer Professionalism

Evaluation is an important thing in the management section; evaluation aims to find out and measure the effectiveness, efficiency, and implications of an object, program, or process. The *PKDP short course* program is evaluated by preparing evaluation instruments given to related parties such as mentors, supervisors, and PKDP participants, allowing the organizing universities to evaluate and prepare reports on program activities. Not only that, to see the success of PKDP participants in achieving program goals, the organizers also assess the tasks of PKDP program results, which are then proven by information about whether they passed or not.

This research is supported as expressed by the chairman of LPM UIN Malang (Helmy, 2024): "To confirm its success, participants in the *PKDP short course program* must present about the work and tasks of the bill assignment only after that it is assessed whether or not the committee has passed or not. Then, the evaluation is carried out, namely by preparing an evaluation instrument; this is made in the form of a questionnaire, which is then distributed to all participants of the PKDP program to fill out the questionnaire, with the hope that it can be an evaluation for the implementation of the next program...". The purpose of the survey given to PKDP participants, mentors, and supervisors is to see how well the program is being implemented.

Based on the findings obtained by the researcher, the following findings are presented in the table below:

Table 2. Research Focus and Findings on the Implementation of the Short Course Program

It	Research Focus	Findings
1.	Planning a short course program to improve the competence of beginner lecturers to realize the professionalism of lecturers at the Directorate of Islamic Religious Higher Education, Ministry of Religion of the Republic of Indonesia.	a. Carry out a coordination meeting/socialization/technical guidance on the implementation of PKDP which is attended by PTKI/PTP leaders and program managers. b. Diktis and PTP leaders appointed PKDP managers. c. PTP Leaders Prepare a financing budget for the PKDP program.



	d. Assistance and equalization of perception of the PKDP program.
	e. Mapping of supervisors and materials.
2. Implementation of the short course program to increase the competence of beginner lecturers to realize the professionalism of lecturers at the Directorate of Islamic Religious Higher Education, Ministry of Religion of the Republic of Indonesia.	a. <i>In Service Course</i> (ISC) b. <i>On The Job Course</i> (OJC) c. Assessment of Program Participant's Graduation d. Certificate Issuance
3. Evaluation of the short course program to improve the competence of beginner lecturers to realize the professionalism of lecturers at the Directorate of Islamic Religious Higher Education, Ministry of Religion of the Republic of Indonesia.	a. Preparation of Evaluation Instruments b. Implementation of evaluation c. Reporting This evaluation is carried out by studying documents and observing the implementation of each stage.

DISCUSSION

Planning of the Short Course Program for Improving the Competence of Beginner Lecturers (PKDP) to Realize Lecturer Professionalism

The planning process based on the opinions of Berry in Mahi and Trigunarso, quoted by Yeni Nur Afifah, has seven stages as follows, including (Afifah, 2019). First, problem diagnosis, in the diagnosis stage of this problem that is diagnosed, namely the lecturer's problems in carrying out the Tridharma of Higher Education. Problem diagnosis is carried out by gathering the heads of the Quality Assurance Institution (LPM) to collect data and information related to the problems experienced by a lecturer. Thus, it can make it easier to find the needs of lecturers so that planning and implementing programs can be carried out properly and can answer problems as a form of solution. Second, goal formulation, the stage of goal formulation, is carried out at the time of program preparation, where the results of the problem diagnosis are held to prepare a program by these needs, after compiling the program, then determine projections and estimates as an anticipatory step if there is a problem, especially during the implementation of the program in the future. Third, projections and

estimates: This stage aims to make anticipations to minimize the possibility of problems occurring in the future during the implementation. In the PKDP *short course program*, anticipation is carried out by looking at several aspects, such as the participant aspect, where the organizers conduct socialization first when there are lecturers who are constrained to attend the event, then they must be replaced with other participants, this is done with a letter of approval from prospective program participants. In the funding aspect, an agreement or contract is made in advance as a form of anticipation when there is a delay in the disbursement of funds. In the regulatory aspect, the KMA or Decree of the Director General or the like is made as a condition for participating in lecturer certification to anticipate the lack of interest in participating in the program implementation from lecturers.

Fourth, at this stage, alternative development profoundly influences the quality of the final decision because the decision comes from a series of options that will be selected in the plan. The PKDP *short course program* was formulated with no alternative development because this program was prepared was inspired by the Ministry of Education and Culture's program, namely PEKERTI, where this program aims to improve pedagogical skills, but the PKDP program is broader per the needs of religious university lecturers so that this program is formulated well so that it can be implemented. In addition, it is felt that this program has been formulated according to the needs and problems of lecturers who are so complex that there is no alternative development. Fifth, at this stage, feasibility analysis needs to consider obstacles first so that they are easily recognized during the program's implementation, and this must be considered in a realistic plan. This feasibility analysis is carried out by realizing the problems in lecturers so that the PKDP *short course* program is urgently needed to answer the problems in lecturers. Regarding the obstacles at the implementation, the organizers have anticipated and realized that other aspects support the implementation, such as supportive funding, adequate human resources, and adequate infrastructure and facilities.

Sixth, at this stage, evaluation aims to determine the extent to which an activity has been achieved, namely a series of activities or activities that aim to measure the success rate of a program. The *Beginner* Lecturer Competency Improvement (PKDP) short course program is evaluated through periodic coordination meetings to equalize perceptions, review the PKDP short course



program guidelines and manuals and organize human resources for its implementation. So, with this evaluation, it can be determined whether the program prepared is according to the plan. And seventh, by looking at the theory and the results of the researcher's analysis, it can be said that it is sustainable because almost 95% of what is carried out by the Directorate of Islamic Religious Higher Education, Ministry of Religion of the Republic of Indonesia is the same as the theory above, it's just that at the stage of alternative development it is not applied by Diktis because *the PKDP short course* program is a patent program that must and is important to do.

Implementation of *the Short Course Program* to Improve the Competence of Early Career Lecturers to Realize Lecturer Professionalism

In each program, of course, there are stages of implementation so that the program is controlled and, at the climax, can achieve the planned goals. The implementation stage is the most crucial process that determines the success of a program. For this reason, in this section, the researcher will describe the short course program's implementation process to increase novice lecturers' competence and realize their professionalism by relating it to the program implementation model, according to David C. Korten. In Korten's view, quoted by Syamsul Bahri, the success of program implementation must include three elements called the conformity model. They are the elements of the program, program implementation, and the target group. Those three elements are related, so if one element does not run optimally, it will affect the other elements. The three elements are the program itself, the implementation of the program, and the target group of the program (Bahri et al., 2020). Thus, the relationship between the elements of one and the other is described as follows, first, program elements emphasize the program's suitability with what the target group needs. The alignment of the program with the needs of the program goals must be prioritized because it directly affects the benefits obtained by the program goals.

Second, The program implementing element emphasizes the suitability between the program and the implementing organization, meaning that the compatibility between the tasks charged with the ability of the implementing organization must be able to be carried out as well as possible. If the program-implementing organization does not have the ability to carry out the tasks indicated by the program, then the organization cannot deliver the program appropriately. This can result in the non-delivery of program benefits that affect

the goals of the aspired program. So, in this case, an implementer disposition is needed, someone who has the ability to carry out the task well. Third, The target group element emphasizes the compatibility between the program goals and the achievements determined by the implementing organization so that the program objectives can be useful for the target group. If the target group cannot meet the goals set by the program implementing organization, the target group will automatically not get the program results.

The above theory has been implemented and run at the Directorate of Islamic Religious Higher Education, where the organizers have adjusted between the purpose of holding the PKDP program and the needs and problems in lecturers. The following is an explanation of the results of the researcher's analysis related to the implementation of the *Beginner Lecturer Competency Improvement (PKDP) short course program to realize the professionalism of lecturers at the Directorate of Islamic Religious Higher Education*:

First, the implementation of the PKDP *short course* program aims to realize the professionalism of a lecturer, namely by improving the ability to learn, research, and service in carrying out the Tridharma of Higher Education both theoretically and practically. Based on these objectives, this program is in line with the needs of the target group that has been diagnosed previously, such as the lack of pedagogic skills, especially in non-educational lecturers, the lack of interest of lecturers in writing scientific papers, and the lack of attention to career rank.

Second, the implementation of the program of the organizer of the Directorate of Islamic Religious Higher Education in the implementation of the *PKDP short course* program, conducting *Training* for the organizing committee, such as mentors and *trainers* at the Organizing University. In addition, socialization and coordination meetings are carried out regularly to ensure that the organizers can carry out their duties properly.

Third, the implementation of the PKDP *short course* program measures the understanding of lecturers or program target groups with *overview activities*. Before that, the committee provided orientation related to the holding of the PKDP program so that the organizers could see the lecturers' understanding of the implementation of the *Beginner Lecturer Competency Improvement (PKDP) short course* program.



By looking at the theory and results of the researcher's analysis, it can be said that there is continuity in the process of program implementation of component components such as the suitability between the program and the target group, between the organizer and the program, and between the target group and the organizer. The process of implementing *the short course program for Improving the Competence of Beginner Lecturers (PKDP)* at the Directorate of Islamic Religious Higher Education through the following stages, namely: a) the implementation of the *PKDP short course* program at Diktis according to what has been planned at the beginning as explained in the planning process above, namely diagnosing problems, formulating goals, projections and estimates, feasibility analysis and evaluation; b) Implementation of the program *The PKDP short course* is carried out for 3 (three) months or 60 days with the *In-Service Course (ISC) I* pattern which is carried out for 6 days offline or face-to-face for the delivery of materials and *the On the Job Course (OJC)* which is carried out online to prepare assignments assisted by direction from the supervisor through distance learning, and *In-Service Course (ISC) II* which is carried out online for the collection of assignments. c) The implementation of the *PKDP short course* program at the Directorate of Islamic Religious Higher Education runs according to the stages planned at the beginning, while the obstacles or obstacles will later be explained and fixed at the time of evaluation for follow-up.

Evaluation of *the Short Course Program for Improving Beginner Lecturer Competencies (PKDP)* to Realize Lecturer Professionalism

The determination of evaluation components is important in evaluation activities. The existence of components in evaluation activities can determine or direct the course of the evaluation. Without components, the considerations given do not have any basis and benchmarks. One of the models that can be used is the CIPP evaluation model developed by Stufflebeam quoted by Asyraf Suryadin is a word arrangement formed from the first four letters of the evaluation factor, namely: Context, Input, Process, and Product, which will hereinafter be referred to as context evaluation, input evaluation, process evaluation and product evaluation (Dr. Asyraf Suryadin, M.Pd., Winda Purnama Sari, M.Pd, Nurfitriani, 2022). This can be carried out when in the process of implementing the educator competency improvement program, which the

evaluation stage will follow after the implementation of the program. At the time of evaluation, several components are required, which are described as follows:

First, context Evaluation: this evaluation aims to understand program objectives, related policies, and social, economic, and political conditions in influencing program implementation. This assessment includes planning, program requirements, and program objectives to assess problems, needs, resources, and opportunities related to target conditions (programming environment). Second, input evaluation is used to evaluate whether these resources, such as budget, HR, and facilities, are sufficient to achieve program objectives and whether they are used effectively. Third, process evaluation/process evaluation aims to evaluate whether the strategies and activities used effectively achieve program goals and whether the interaction between program implementers and participants is going well. So that they can find out the extent to which it has been implemented and which components need to be improved. Fourth, product Evaluation is an evaluation that aims to measure, interpret, and assess the success of a program. This rearranged decision determines whether a program needs to be continued, continued with modifications, and or discontinued completely according to the existing criteria.

Some of the theories above have been implemented and run at the Directorate of Islamic Religious Higher Education with related parties such as the Organizing University, which is the management party. The following is an explanation of the results of the researcher's analysis related to evaluating the Beginner Lecturer Competency Improvement Program (PKDP) to realize the professionalism of lecturers at the Directorate of Islamic Religious Higher Education.

First, in this evaluation process, the Directorate of Islamic Religious Higher Education conducts an evaluation using several components so that the considerations given have a basis and benchmarks.

Second, in conducting evaluation, of course, there are components such as context, input, process, and product evaluation. In the context evaluation of the PKDP short course program to understand the purpose of the program, namely improving the ability of lecturers in pedagogic skills, the ability to write scientific papers, increasing understanding related to religious moderation, and equipping related to career rank, this affects the implementation of the program



where in the implementation there must be a relationship with the goals that have been formulated. The evaluation of inputs related to the budget, human resources, and facilities has been done well, although there are still several obstacles. The budget of this program is covered by the BIB scholarship with a predetermined cost budget plan. Then, human resources was organized based on the criteria that must exist for program implementers. The facilities provided are also very adequate under the budget that has been given. The evaluation process has also been carried out through strategies and planning that have been thought about for a long time. The program's implementation between the implementers and participants also has good communication. The product evaluation or evaluation of the results is an evaluation of the success or failure of PKDP participants in achieving the goals that have been set. The results assessed are in the form of an assessment of the tasks that have been given.

Third, after the evaluation process and stages, the evaluation results are followed up. Following up on the evaluation results can be done in two ways: with a pre-test and a post-test before and after implementing *the* PKDP short course program. By looking at the theory and results of the researcher's analysis, it can be said to be continuous because in the evaluation process of the Beginner Lecturer Competency Improvement (PKDP) short course program through components such as the theory above, namely context evaluation, input evaluation, process evaluation, and product or result evaluation.

CONCLUSION

This study aims to describe the management of short course programs to increase the competence of beginner lecturers to realize the professionalism of lecturers of Islamic religious universities. The study's findings show that program management is implemented, including planning, implementation, and evaluation. Planning is carried out through coordination meetings, socialization, and technical guidance, from problem diagnosis and formulation of program objectives to preparation for implementation by involving the heads of the PTKI Quality Assurance Institute. The implementation is carried out in two stages, namely in the service course and on-the-job course, which are adjusted to the needs of the target group, in this case, lecturers. The evaluation employs document study and observation of the implementation of each stage through surveys of participants, mentors, and supervisors, assessments of participants related to tasks, and reporting that must be deposited to DIKTIS.

The researcher is aware of the limitations of research conducted thoroughly at Islamic Religious Universities (PTKI) using qualitative methods that can be influenced by subjective interpretation. Further research is expected to expand its scope by observing several PTKINs to improve the generalization of findings and consider a mixed-method approach for a more comprehensive understanding that can measure the effectiveness and efficiency of lecturer development programs. This study only emphasizes the management of the short course program Improving the Competence of Beginner Lecturers (PKDP) to realize the professionalism of lecturers of Islamic religious universities, which contributes to the management of human education resource development, especially in universities, to achieve the quality of education.

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