

## Research Article

# Evaluate' the Rights and Obligations of the Lecturer: Improving the Quality of Professional Higher Educators in South Sumatra (CIPP Evaluation Model Analysis of Law of the Republic of Indonesia no. 14 of 2005 Concerning Teachers and Lecturers)

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**Abstract.**

Lecturers are professional educators with high workload demands. The promotion of functional positions for lecturers is stated in the Law of the Republic of Indonesia no. 14 of 2005 concerning teachers and lecturers. Therefore, the research carried out harmonizes regulations, performance, and lecturer satisfaction using the context, input, process, product (CIPP) evaluation model analysis proposed by Stufflebeam and Chris LS Coryn [1]. The research uses qualitative methods with a descriptive approach through the main instruments of interviews, field observations, and literature studies. The results of observations in the research show that workload demands are not commensurate with the rights received, such as further study facilities and promotions being considered difficult. Meanwhile, lecturer satisfaction influences the quality of teaching staff because career certainty can improve the competence and performance of teaching staff. With these evaluation results, it is hoped that there will be changes to regulations and improvement in the quality of teaching staff through lecturer satisfaction. This will have a positive impact on improving the quality of higher education and the quality of students.

**Keywords:** rights and obligations, quality improvement, educator staff, lecturer welfare, workload

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## 1. Introduction

Every human being has the opportunity to receive the highest possible education, but it is not just a place of education at a university, because the main value of the education is the quality received. A person can get quality education from a formal institution that has guaranteed quality. This quality is formed from all aspects as long as an educational institution is running, including regulations, implementation systems, implementing teams, government support, a supportive environment, and teaching

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staff, namely lecturers. Educators have a huge influence in producing intelligent and competent people in their respective fields. As a lecturer, you are not limited to being an intermediary in introducing science and knowledge to students, there are other tasks that must be carried out.

The performance of a lecturer has an impact on the quality of education in the higher education environment. However, demands from lecturers' performance results should be in line with the rights received by the lecturer. Apart from being a form of service, lecturers are an important profession in the education sector, so the rewards given should be commensurate with what they do. One form of appreciation for a lecturer's performance is promotion. In this way, lecturers can develop their potential with new qualifications as a form of responsibility. Matters regarding lecturers are stated in the Law of the Republic of Indonesia no. 14 of 2005 concerning Teachers and Lecturers, including those relating to promotion to the functional position of Lecturers [2].

A lecturer as a professional educator as well as a scientist who has high dedication in transforming, developing and disseminating science, technology and art through education, research and community service (Article 1, Law on Higher Education 12/2012). The main obligation of a lecturer as an academic member at a higher education institution is the obligation to practice the Tri Dharma of Higher Education as follows.

Education and Teaching, activities that relate directly to students. Lecturers provide learning materials both theoretically and practically and guide students in implementing knowledge in the field.

Research and Development, Lecturers must be sensitive to issues and problems that occur in the surrounding environment, and be able to innovate in finding solutions to improve, or bring about changes that have benefits for every level that receives the results of these findings.

Community Service, Lecturers also play a role in serving and protecting the community. Lecturers providing guidance and direction to students in carrying out Real Work Lectures is one form of this service.

In carrying out the obligations as stated above, then Lecturers have a position called the Academic Position of Lecturer, which is a position that indicates the duties, responsibilities, authority and rights of a lecturer in a higher education unit whose implementation is based on certain skills and is independent. Lecturer Academic Positions consist of Expert Assistants, Lectors, Associate Professors, and Professors. Apart from that, there are several things that are included in developing a lecturer's career, namely as follows.

- i. Educator or Lecturer Certification

According to the LLDikti Ministry of Education and Culture of the Republic of Indonesia, that Lecturer certification is the process of granting educational certificates to lecturers with the aim of assessing the professionalism of lecturers as a form of determining the suitability of lecturers, protecting the profession of lecturers as agents of learning in higher education, improving educational processes and outcomes, and accelerating the realization of national education goals. Recognition of lecturers as professional educators at the higher education level is proven formally by granting the educator certificate through a certification process. Educator certification is carried out through a competency test, and this competency test is carried out in the form of a portfolio assessment as an assessment of academic and professional experience using the lecturer's portfolio.

ii. Professional Competency Development or Further Study

Lecturers can receive training to increase their knowledge and abilities, such as training in writing scientific papers, or be facilitated to continue their education at a higher level, such as from Master's to Doctoral, and so on.

iii. Promotion to Academic Position or Rank

A promotion can be obtained after the lecturer has completed his obligations and duties, and has fulfilled all the terms and conditions of the new position level. Apart from that, lecturers must also be in accordance with the category and comply with all procedures stipulated by both the applicable law and the regulations of each higher education institution.

iv. Development of Scientific Work, Research and Publications

Apart from being an obligation, lecturers also have the right to write scientific papers and publish them. This right can be fulfilled by facilitating research and publication activities.

The four points above become rights for the obligations that have been carried out by the Lecturer, so that the rights that must be given should be accepted without any other difficulties in the acceptance process, such as the Lecturer's career path. The following is a table of lecturer levels and ranks.

The table above shows the minimum cumulative credit score requirements that lecturers must achieve before receiving a new, higher position. This shows an indication that the work demands on lecturers are quite large. Therefore, the author carried out an evaluation of Law of the Republic of Indonesia no. 14 of 2005 concerning Teachers and Lecturers with the main focus on the rights and obligations of a Lecturer [2]. The evaluation results are aimed at seeing the harmony between rights and obligations in

No	Jenjang Jabatan	Jenjang Pangkat/ golongan ruang	Kumulatif Minimal Angka Kredit
1.	Asisten Ahli	Penata Muda Tk. I, III/b	150
2.	Lektor	Penata, III/c	200
		Penata Tk. I, III/d	300
3.	Lektor Kepala	Pembina, IV/a	400
		Pembina Tk. I, IV/b	550
		Pembina Utama Muda, IV/c	700
4.	Profesor (Guru Besar)	Pembina Utama Madya, IV/d	850
		Pembina Utama, IV/e	1050

**Figure 1:** Position Level and Lecturer Rank. Source: [3] and processed by the Author

the form of the main question, whether work demands have the same value as the rights that should be received. Thus, the welfare of lecturers in question is a form of acceptance of the rights as mentioned above.

## 2. Methods

This research was conducted using qualitative methods and through a descriptive approach, so it tends to apply analysis to processes and meaning from the point of view of the research subject [4]. The conjectures in the research are strengthened through an overarching theory, this allows the hypothesis to be proven factually and obtain answers to the questions regarding the research problem. All findings will be explained coherently and descriptively. The research was supported by several research instruments, such as in-depth interviews, field observations and literature studies. The following are the research subject limitations that have been determined by the author.

The research subjects above will support deeper research, because they complement data from field observations and literature studies that have been carried out by the author. A description of the interview results will be provided when the in-depth research has been carried out, so the author hopes for support from related parties.

TABLE 1: Research Subject.

No.	Respondents in Research
1.	Educators, lecturers representing every level of position or rank from at least 3 universities in the city of Palembang.
2.	Students from the relevant University.

Source: processed by the Author, 2023

### 3. Results and Discussion

The results of evaluations and research observations show that workload demands are not commensurate with the rights received, such as further study facilities and promotions being considered difficult. Meanwhile, lecturer satisfaction influences the quality of teaching staff because career certainty can improve the competence and performance of teaching staff. Evaluation is carried out on Law of the Republic of Indonesia no. 14 of 2005 concerning Teachers and Lecturers with a focus on the rights and obligations of lecturers [2]. This evaluation was carried out using the following evaluation model.

#### 3.1. CIPP Evaluation Model Theory

In an analysis or evaluation that aims to understand more deeply the condition Law of the Republic of Indonesia no. 14 of 2005 concerning Teachers and Lecturers with a focus on the rights and obligations of lecturers [2] What is meant is that there is a theory that can be used to find out more about the implementation of regulations and the practices that occur in the field. Therefore, the author uses the CIPP Evaluation Model proposed by Stufflebeam and Chris LS Coryn [1] to provide limitations and a framework for conducting evaluations. The model developed by Stufflebeam et al is usually called CIPP, which stands for context, input, process and product. The first thing that can be highlighted is regarding lecturer career development as follows.

Lecturer career development has standards with a cumulative number of credits that must meet the minimum value as shown in the image above. Apart from that, Lecturer career development is as follows.

- i. Educator or Lecturer Certification.

Every lecturer has the same opportunity to obtain certification, but there are terms and conditions that must be met. Lecturers must have the opportunity to receive formal recognition as professional educators with official certificates.

- ii. Professional Competency Development or Further Study.



**Figure 2:** Lecturer Career Development. Source: [3]and processed by the Author

Lecturers have the right to develop expertise in their field through further study, so the University must support this. Support should be provided in the form of full facilities such as clear deadlines and educational costs borne by the university where the lecturer serves.

iii. Promotion to Academic Position or Rank.

Promotion to a position or rank is a career development that has the most difficult provisions for a lecturer to achieve. Therefore, lecturers are required to fulfill certain qualifications and complete obligations in order to obtain these rights.

iv. Development of Scientific Work, Research and Publications.

Scientific work is a part that must be written by lecturers as a result of research activities, then published as a benchmark that research has quality, and produces new findings so that they are useful for academics and other parties who need them.

The following are the conditions for achieving a Lecturer career path in Higher Education in Indonesia.

i. First Appointment (Assistant Expert)

Based on the Ministry of Education, Culture, Research and Technology Regulation No. 92 of 2014 - Article 6 1. The first appointment to the academic position of lecturer is the highest in the position of Lector. The first appointment of a lecturer in the academic position of Expert Assistant can be considered if the following requirements are met.

a. Have a master's degree (S2) or equivalent from an accredited university and/or study program in accordance with the assigned field of science.

b. The lowest rank is Junior Officer Level I, class III/b for civil servants.

d Work performance scores are at least good in the last 1 (one) year.

- e. Carry out teaching duties for a minimum of 1 (one) year.
- f. Have at least 1 (one) scientific work published in a national scientific journal as first author.
- g. Carrying out at least 1 (one) community service activity.
  - a. Have fulfilled at least 10 (ten) credit points outside of the diploma credit number calculated since the person concerned carried out their duties as a permanent lecturer including the Pre-Service Education and Training (Diklat) credit number
  - h. Have performance, integrity, ethics and manners, as well as responsibility as proven by the Minutes of the Faculty Senate Consideration Meeting for Universities/Institutes or the Higher Education Senate for Colleges or Polytechnics and Academies.

ii. First Academic Position as Lector

The first appointment of a lecturer to the academic position of Lector can be considered if the following requirements are met.

- a. Have a doctoral diploma (S-3) or equivalent from an accredited university and/or study program according to the assignment.
- b. Minimum work performance score of good value in the last 1 (one) year.
- c. Carry out teaching duties for a minimum of 1 (one) year
- d. Have at least 1 (one) scientific work published in a national scientific journal as first author.
- e. Carrying out at least 1 (one) community service activity.
- f. Has fulfilled at least 10 (ten) credit points outside of the diploma credit points calculated since the person concerned carried out his/her duties as a permanent lecturer including the Pre-Service Education and Training (Diklat) credit points
- g. Have performance, integrity, ethics and manners, as well as responsibility as proven by the Minutes of the Faculty Senate Consideration Meeting for Universities/Institutes or the Higher Education Senate for Colleges/Polytechnics and Academies.

iii. Requirements for Regular Promotion to Academic Positions and Ranks (Expert Assistant to Lector)

Based on Ministry of Education, Culture, Research and Technology Regulation No. 92 of 2014 - Article 8, the conditions for regular promotion to academic position and rank (assistant expert to lecturer) are as follows.

- a. Minimum of 2 (two) years in the position of Expert Assistant.
- b. Has met the required credit figures both cumulatively and for each activity element.
- c. Have scientific work published in national scientific journals as first author.

d. And have performance, integrity, ethics and manners, as well as responsibility as proven by the Minutes of the Faculty Senate Consideration Meeting for Universities/Institutes or the Higher Education Senate for Colleges/Polytechnics and Academies.

iv. Regular Promotion

a. Minimum 2 (two) years in last position (Lector).

b. Achieving the required credit score (cumulative, activity element)

c. S3/Doctoral, Scientific work in accredited National scientific journals as first or sole author.

d. Masters/Masters, Scientific work in international journals as first/sole author

e. University Senate approval.

f. Have an Educator Certificate.

v. Promoted to Regular Position to Associate Professor

a. Minimum 2 (two) years in last position (Lector).

b. Achieve the required credit score (cumulative, activity element). S3/Doctorate, Scientific work in accredited National scientific journals as first or sole author.

c. Masters, Scientific work in international journals as first or sole author.

d. University Senate approval.

e. Have an Educator Certificate.

vi. Regular Promotion to Professor or Professor

a. Diploma must be S3/Doctorate/Equivalent.

b. It has been 3 (three) years since S3/Doctorate.

c. Minimum of 2 (two) years in last position (Associate Professor).

d. Minimum 10 years of work experience as permanent lecturer.

e. Achieve the required credit score (cumulative, per activity element)

f. Scientific work in reputable international journals as first author.

g. Have ever received a competitive research grant/assignment at regional/national/ministerial/international/corporate level, or at an internal competitive university level, (as chairman, except for thesis/dissertation program research); or have guided/helped guide a doctoral program, or have tested at least three doctoral program students (either at their own university or another university); or as a reviewer for different reputable international journals.

h. University Senate approval.

i. Have an Educator Certificate.

vii. Attached Evidence for Special Requirements for Professors



a. Assignment Letter (contract/grant agreement) and Research Report Assignment Letter/Certificate of Having Completed Assignments (SKTMT) and Dissertation Approval Sheet.

b. Assignment Letter and Certificate of Carrying Out Assignments (SKTMT) as an examiner for doctoral program students.

c. Letter of Request/Appointment from the Editor as Reviewer, proof of the review process and Articles that have been determined Accepted/Published.

viii. Jump positions from expert assistant to associate professor

a. Diploma must be S3/Doctorate/Equivalent.

b. Minimum 2 (two) years in last position (Assistant Expert).

c. Achieve the required Credit Score (Cumulative, Per Activity Element).

d. Minimum of 2 (two) scientific papers in reputable international journals as first author.

e. University Senate approval.

f. Have an Educator Certificate.

ix. Position from Lector to Professor

a. Minimum 2 (two) years in last position (Lector).

b. It has been 3 (three) years since the doctoral degree.

c. Minimum 10 Years of Work Experience as a Permanent Lecturer.

d. Achieve the required Credit Score (Cumulative, Per Activity).

e. Minimum of 4 (four) scientific papers in reputable international journals as first author.

f. University Senate approval.

g. Have an Educator Certificate.

x. Promotion within the same scope of position

a. Minimum 2 years in last rank.

b. Has met the required credit figures both cumulatively and has had scientific work published in national and/or international scientific journals for the positions of Lector and Associate Professor as main author.

c. Have scientific work published in an accredited national scientific journal for the position of Professor as the main author.

Apart from the provisions above, there are also general things that could cause the Professor's proposal not to be approved, namely as follows.

a. The number of credit numbers is insufficient (less than 850).

- b. Special conditions not met.
- c. Reputable international journals do not yet exist or are not recognized.
- d. Several scientific works were found that fell into the plagiarism category.

Publication of scientific work in the form of journal articles, which is one of the provisions that lecturers must fulfill to achieve promotion, has weaknesses as a special requirement, namely as follows.

- a. Articles are submitted to scientific journals that are not in the reputable category.
- b. Articles published in Canceled or Discontinued Journal
- c. Articles are published in journals that are not in accordance with the applicant's field of science
- d. The article has no novelty value.
- e. The problem formulation is unclear.
- f. Unclear methodology.
- g. The research results were not explained well.
- h. The discussion is not in depth.
- i. Conclusions are not in line with the results and discussion.
- j. Citations are not in the bibliography or vice versa
- k. Bibliography/reference list is out of date.
- l. English is not good

The Lecturer category has differences based on the work ties or work relationship between the lecturer and the university. However, in this research, the focus is on the Permanent Lecturer category, which is a lecturer who has a position as a permanent teaching staff at a university, be it a state university or a private university. Lecturers still have the obligation to fulfill a number of qualifications, as listed in Regulations of the Ministry of Education, Culture, Research and Technology Number 84 of 2013. Permanent Lecturers then receive NIDN (National Lecturer Identification Number) and this personal data will be included in PDDikti. Lecturers who already have this work bond work full time at one university and can or may teach at other universities, for example as Guest Lecturers or Extraordinary Lecturers. Permanent Lecturers are categorized as follows.

- a. Permanent Civil Servant Lecturer who teaches at State Universities,
- b. DPK lecturers who teach at private universities,
- c. Foundation Permanent Lecturer,
- d. Permanent Non-PNS Lecturers, and
- e. Permanent Lecturer WNA (Foreign Citizen).

### 3.2. CIPP Evaluation Model Based on Objectives, Methods and Uses

In research, to carry out an evaluation, tools are needed that can provide direction and limitations to the research. One thing that can be used is an evaluation model which needs to be considered according to the type of program or policy to be evaluated and for the reasons why an evaluation is carried out, so after reviewing several evaluation models, the author decided to use the CIPP evaluation model. In the CIPP evaluation model Stufflebeam explains the four types of models and differentiates them based on objectives, methods, and uses [1]. The aspects in the evaluation are as follows.

#### i. Context Evaluation

According to Stufflebeam and Chris LS Coryn [1] evaluators, decision makers, and stakeholders each have important roles during the context evaluation process. The roles of the two parties are interconnected so that if there is good cooperation between evaluators, stakeholders and managers in context evaluation, it can effectively improve program results. In this research, the results obtained were that the objectives stated in Law of the Republic of Indonesia no. 14 of 2005 and regulates teachers and lecturers [2], that the lecturer's obligation is to have a high level of workload with demands for performance results that are always encouraged to be optimal. The workload referred to is as summarized in the Tri Dharma of Higher Education. However, the rights written in the law are not practically fulfilled. Such as the aim of providing welfare for lecturers.

#### ii. Input Evaluation

According to Stufflebeam and Chris LS Coryn [1] Input evaluation is an evaluation with the process of identifying and then assessing strategies and capabilities in achieving goals, operational plans and resources with the necessary interventions. The processes included in input evaluation include gathering the necessary information and strategies. Therefore, to provide quality education in higher education, supporting factors are needed, one of which is competent lecturers. In accordance with the duties of Lecturers in the Tri Dharma of Higher Education, in the learning process the role of Lecturers is very important, so that Lecturers need appreciation both in terms of wages, suitability of facilities, and ease in developing careers. However, there are still rights that have not been fulfilled, [5].

#### iii. Process Evaluation

According to Stufflebeam and Chris LS Coryn (2014: 312) process evaluation includes collecting evaluative data to monitor daily program operations and making records of program events over a period of time, then assessing the program process based on

the results of the interpretation of the evaluative data and program event records. In this research, observations of Law of the Republic of Indonesia no. 14 of 2005 concerning Teachers and Lecturers with a focus on the rights and obligations of lecturers [2], then in the process of distributing regulations practically in the field they are not fulfilled. This means that in terms of processes in higher education, lecturers are still classified as not prosperous because several rights have not been fulfilled, while the obligation to practice the Tri Dharma of Higher Education must still be implemented.

#### iv. Product Evaluation

According to Stufflebeam and Chris LS Coryn (2014: 312) product evaluation is the process of determining the extent to which goals have been achieved, assessing the goals developed and managed in the context, input, program process and product components. Therefore, the results of the evaluation carried out by the author show that a balance has not been achieved between the rights and obligations of lecturers, because the standards contained in Law of the Republic of Indonesia no. 14 of 2005 concerning Teachers and Lecturers with a focus on the rights and obligations of lecturers [2] not in accordance with the practices of the research subject university [6]. The form of product that can be produced is lecturers who have a responsible, active and innovative attitude, because the desire to continue to develop and be highly dedicated is really needed by universities in improving quality through teaching staff. However, these products can be produced in exchange for rights in accordance with the lecturer's obligations that have been carried out.

## 4. Conclusion

After conducting observations and evaluations of Law of the Republic of Indonesia no. 14 of 2005 concerning Teachers and Lecturers with a focus on the rights and obligations of lecturers in practice in higher education, it can be concluded that policies and programs are not running in a balanced manner. In this case, the obligations imposed on lecturers are duties in accordance with the Tri Dharma of Higher Education and are supplemented by other regulations stipulated by each higher education institution. Apart from that, other matters related to the welfare of lecturers are also based on the following things.

- i. Further study facilities for lecturers.
- ii. The budget for lecturers must be reviewed and updated.
- iii. Work hours and tasks must be clearly defined.
- iv. Ease for lecturers to develop their personal competencies and careers in higher education.

v. There is a balance between the rights and obligations of lecturers.

With the results of such research, it is hoped that there will be changes in the implementation of regulations and learning processes in higher education, so that improving the quality of teaching staff through lecturer satisfaction can be achieved which has a positive impact on the quality of higher education and students.

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