Research Article

Evaluation of Serdos SMART Implementation For Lecturer of the Ministry of Marine Affairs and Fisheries

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Abstract.
Lecturers, as professionals at the higher education level, have the main task of implementing the Tridharma of Higher Education. Lecturer professionalism is proven by educator certificates obtained if lecturers meet the requirements and pass the educator certification for lecturers (Serdos) held by the Ministry of Education and Culture. The latest innovation issued by Serdos is Serdos SMART (simple, modern-more innovative, accountable, responsive, transparent), which started in 2021. The implementation of educator certification for Lecturers in the 2022 MMAF Environment is going well. 16 DYS together with the SISTER were able to participate in and complete all without significant problems so that DYS was able to complete all the assessment processes. The author analyzes Educator Data in MMAF. Lecturers within the MMAF as of December 2022 totaled 402 people. 223 lecturers already have educator certificates, and as many as 179 lecturers do not yet have Educator Certificates. 179 lecturers who do not yet have an Educator Certificate because 11 people have a working period of 2 years in functional lecturer positions but do not yet have a TKBI or TKDA; 134 people do not have a minimum working period of 2 years in functional lecturer positions; 32 people have not been appointed in the functional position of a lecturer; 2 people still do not have a NIDN. The Marine and Fisheries Education Center asks each marine and fisheries higher education unit to actively seek information and take the TKBI, TKDA, and Pekerti/AA tests held by institutions recognized by the Ministry of Education and Culture.

Keywords: lecturers, lecturers professionalism, lecturers certification, Serdos SMART

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1. INTRODUCTION

Lecturers are professional educators and scientists with the main task of conveying, developing, and disseminating science, technology, and art through education, research, and community service. Lecturers have a position as professional staff at the tertiary level who are appointed by statutory regulations and are proven by an educator certificate. Lecturers are entitled to receive an educator certificate if they meet the requirements for having an academic functional position of at least an expert assistant, and pass the educator certification for lecturers held by the Ministry of Education, Culture, Research and Technology. In carrying out their professional duties, lecturers

are obliged to 1) Carry out the education, research, and community service or what is commonly referred to as the Tridharma of Higher Education, 2) Plan and carry out the learning process, as well as assess and evaluate learning outcomes, 3) Improve and develop academic qualifications and competencies sustainably in line with science, technology, and art.

Lecturers are one of the essential components in an education system in Higher Education. The roles, duties, and responsibilities of lecturers are very important in realizing the goals of national education, namely educating the life of the nation, and improving the quality of Indonesian people which includes the quality of faith/piety, noble character, and mastery of science, technology and art and realizing an advanced Indonesian society. just, prosperous, and civilized. Abramovskikh, et, al., 2019 in Wahyudi's research (2020) state that a lecturer is a profession that requires practitioners to have three dimensions of intelligence, namely intellectual intelligence, spiritual intelligence, and emotional intelligence. (Mariya, et, al., 2021) define professionalism as work that is a source of income that in practice requires skills and expertise by certain quality standards or norms as well as professional education. To carry out the functions, roles, and positions in realizing very strategic national education goals, professional lecturers are needed.

Sinambela (2017) states that a professional lecturer is a lecturer who carries out the work of educating and teaching in a quality manner so that he can achieve the planned goals. In carrying out their duties, lecturers must have special expertise or in-depth knowledge about the specialization of a scientific cluster or sub-group. Simamarta (2016) based on the results of his survey of FKIP students at Batanghari University, student perceptions of professional lecturers are lecturers who master the material, are highly committed to their assignments, are proficient in conducting learning evaluations, are broad-minded, able to establish good relationships with students, and finally is good looking.

Lecturers as professionals at the higher education level have the main task of implementing the Tridharma of Higher Education. One form of recognition of lecturer professionalism is Lecturer Certification is the process of awarding educator certificates to lecturers. Lecturer certification aims to encourage lecturer professionalism on an ongoing basis which is used to determine the eligibility of lecturers, protect the lecturer profession as a learning agent in higher education, improve lecturer welfare, improve educational processes and outcomes and accelerate the realization of national education goals (Mariya, et, al., 2021). The educator certificate given to lecturers through the

certification process is formal proof of recognition of lecturers as professionals at the higher education level.

Lecturer Certification is a program mandated by Law Number 20 of 2003 concerning the National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers, and RI Government Regulation No. 37 of 2009 concerning Lecturers and Regulation of the Minister of Research, Technology, and Higher Education Number 51 of 2017. Lecturer Certification is held by the Directorate General of Higher Education, Research and Technology, Ministry of Education, Culture, Research, and Technology.

Lecturer Certification is expected to have a positive impact on lecturer performance. Several studies were conducted to see the impact of the Lecturer Certification program, one of which was research conducted by Daromes, and Suwandi (2015) found the importance of behavioral aspects during the process of implementing Lecturer Certification, and Lecturer Certification has a positive impact on psychological empowerment and mental models of a lecturer. to improve lecturer performance.

Gara, et., al (2021) examine the role of certification, competency, and work culture in improving the performance of lecturers at the Indonesian Catholic University of Santu Paulus Ruteng. Researchers used a quantitative research approach with data analysis using SPSS and found that certification, competence, and work culture had a significant effect on lecturer performance.

To improve the quality of national education, especially higher education, the Ministry of Education and Culture continues to carry out innovations in the implementation of educator certification for lecturers (lecturer certification). The latest innovation issued by the Ministry of Education and Culture regarding Educator Certification for Lecturers is SMART Serdos which starts in 2021. The implementation of SMART Serdos is claimed to be simpler than the previous lecturer certification process, namely, the SMART Serdos process only runs in three different stages from the previous Lecturer Certification process. with five stages.

SMART Serdos stages are indeed shorter than the previous lecturer certification, however, they have more stringent requirements and the waiting period to take part in SMART Serdos is longer. If the previous lecturer certification is as if the lecturer already had a functional position of at least an Expert Assistant, then the lecturer can immediately become an eligible participant for lecturer certification. Whereas in SMART Serdos to become eligible, lecturers have a minimum working period of two years in a functional position of lecturer at least as an Expert Assistant.

The Ministry of Maritime Affairs and Fisheries (KKP) has 11 Marine and Fisheries Higher Education Units, consisting of ten Polytechnics and 1 Community Academy, with a total

of 404 lecturers. Of the 402 lecturers, 223 of them have obtained educator certificates, 16 of them were obtained by following the SMART Serdos process and as many as 179 lecturers have not yet obtained educator certificates.

Since SMART Serdos was implemented in 2021, only 16 lecturers in the KKP environment have participated and been declared graduates. The small number of lecturers who took the lecturer certificate made the Center for Marine and Fisheries Education conduct an evaluation related to the implementation of SMART Serdos. From the results of the evaluation, it is hoped that the right strategy will be found to increase the number of lecturers participating in SMART Serdos.

2. THEORETICAL STUDY

2.1. Lecturer Certification Policy

In Law Number 14 of 2005 concerning Teachers and Lecturers it is stated that lecturers are professional educators at the higher education level as evidenced by an educator certificate. Article 5 it is states that the position of lecturers functions as learning agents, developers of science, technology, and art, as well as community service aimed at improving the quality of national education. Based on Law Number 14 of 2005 concerning Teachers and Lecturers, the government made a derivative regulation specifically discussing lecturers in the form of Government Regulation Number 37 of 2009 concerning Lecturers.

As professional staff, lecturers must have academic qualifications, competencies, and educator certificates, be physically and mentally healthy, meet other qualifications required by the higher education unit where they are assigned and have the ability to realize national education goals. To be able to become a lecturer, one must have a minimum educational qualification of a Masters's to be able to teach in the Diploma or Bachelors's program, and at least a Doctoral degree to be able to teach in a Master's program. Lecturers are also required to have competency skills and educator certificates following the scientific field

In Article 3, Government Regulation No. 37 of 2009 concerning Lecturers, it is stated that educator certificates are given to lecturers who have had a working period as a lecturer for at least 2 (two) years, are in a minimum functional position of Expert Assistant, and have passed certification held by tertiary institutions following regulations set by the government through the Ministry of Education and Culture. Furthermore, the implementation of educator certification for lecturers is regulated in Article 4,

namely educator certification for lecturers is carried out through a competency test in the form of a portfolio assessment. The portfolio contains documents regarding: 1) academic qualifications and documents for the implementation of the Tridharma Higher Education activity points, 2) perceptions from superiors, colleagues, students, and oneself regarding the ownership of pedagogic, professional, social, and personality competencies, 3) lecturer's self-statement regarding contributions concerned in the implementation and development of higher education tri dharma. Lecturers who pass the portfolio assessment will receive an educator certificate, and lecturers who do not pass can carry out development activities and can take part in the next period's lecturer certification program.

Furthermore, Educator Certification for Lecturers is regulated by the Republic of Indonesia Minister of National Education Regulation Number 47 of 2009 concerning Educator Certification for Lecturers which was later revoked and replaced with Minister of Research, Technology and Higher Education Regulation Number 51 of 2017. At the beginning of its implementation, portfolios of lecturer certification assessments were collected and assessed manually by Assessor Serdos. Assessment of the development of the Tridharma of Higher Education and the basic competence of lecturers is shown by certificate documents resulting from assessments of English proficiency and academic potential, as well as scientific publication documents.

Along with technological developments, the lecturer certification process utilizes the use of information and communication technology, namely the implementation of lecturer certification since 2017 is online based on the http://serdos.ristekdikti.go.id page. The implementation of lecturer certification in 2017 underwent improvements in terms of the previous assessment stages when lecturers were proposed to take part in lecturer certification, those concerned were immediately declared as certified lecturers (DYS). In 2017, the proposed DYS candidate is not immediately designated as DYS, the person concerned must meet the combined score requirements to be able to take part in the next stage.

The implementation of lecturer certification in 2017 took place in three stages. Stage 1 with the activity items for determining lecturers who are declared eligible serdos hereinafter referred to as D1, submitting Nomination Data (D2), and proposing lecturers who are eligible to take part in lecturer certification (D3). Stage 2 with the activities of filling out portfolios by certified prospective lecturers (D4), portfolios in the form of validating the biodata of certified prospective lecturers (DYS Candidates), documents on the results of English language proficiency and academic potential assessments, perceptional assessments by superiors, colleagues, and students, and ends with a joint

assessment. Stage 3, namely the determination of DYS candidates to become DYS for lecturers who pass the joint assessment (D5), DYS makes a self-description, followed by an assessment of the DYS portfolio by the Assessor Serdos at the Lecturer Certification Organizing College (PTPS). The lecturer certification process ends with the national judiciary announcing the results of the lecturer certification assessment.

Since 2019 the implementation of lecturer certification has used the SISTER application (Integrated Resource Information System) by extracting data from the Higher Education Database (PDDikti) application. Even though there have been changes in the application, the requirements and stages of implementing lecturer certification are no different from 2017.

In 2021, the Director General of Higher Education, signed the Director General's Decree Number 92/E/KPT/2021 concerning Operational Guidelines for Educator Certification for Lecturers. In the Director General of Higher Education's Decree, it was stated that the implementation of lecturer certification would be shorter and simpler with Serdos SMART. In 2022, the Director General of Higher Education, Research and Technology Decree Number 92/E/KPT/2021 will be revoked and replaced with the Director General of Higher Education, Research and Technology Decree Number 101/E/KPT/2022 concerning Operational Guidelines for Educator Certification for Lecturers. The stages for implementing Serdos SMART 2022 are no different from those in 2021, but there are differences in the passing grade of the English proficiency test and the basic academic ability test. Furthermore, Serdos SMART will be discussed in the next subchapter.

2.2. SMART Serdos

The implementation of the 2021 Lecturer Certification takes place with the SMART Serdos system (*Simple, Modern-more innovative, Accountable, Responsive, Transparent*): 1) *Simple*, only 3 stages in the process, very simple compared to the previous Serdos process, 2) *Modern more innovative*, fully ongoing online in its implementation, aspects of lecturer innovation in carrying out the tri dharma are the main thing, 3) *Accountable*, the process, and results can be accounted for, 4) *Responsive*, responsive according to situations and conditions, the spirit of the Merdeka-Free Learning Campus, 5) *Transparent*, the whole process can be monitored in real-time by related parties following their authority.

Lecturers who have worked for 2 (two) years in functional lecturer positions will be included in the Lecturer Certification Nomination List, then lecturers can complete

the Phase I portfolio so that they are included in the Eligible Serdos Data. Phase I portfolio data/documents, consisting of Curriculum vitae data, diploma documents; decision documents for assigning lecturer functional positions, decision documents for class/rank room determination or equivalent/similar, Lecturer Performance Report Documents (LKD) that meet the requirements for 2 consecutive years, TKDA test results in documents with a minimum score of 530 from an institution recognized by the Ministry of Education and Culture, following the Letter of the Director of Resources, Director General of Higher Education, Ministry of Education and Culture Number 2640/E4/KK.01.01/2021 dated 24 August 2021, document TKBI Test results with a minimum score: from an institution recognized by the Ministry of Education and Culture following the Letter of the Director of Resources, Director General of Higher Education, Ministry of Education and Culture Number 2640/E4/KK.01.01/2021 dated 24 August 2021. Uploaded documents are test results that have a minimum score of 455 for TOEFL, 137 for CBT, 47 for iBT, and 4.5 for IELTS, documents PEKERTI/AA certificate from an institution recognized by the Ministry of Education and Culture following the Letter of the Director of Resources, Director General of Higher Education, Ministry of Education and Culture Number 19 55/E4/KK.01.01/2021 dated July 11, 2021, regarding the Results of the Selection of Training Organizers to Improve Basic Instructional Technique Skills (Pekerti) and *Applied Approach* (AA).

All data/documents mentioned above were taken from the Higher Education Database (PDDIKTI) and SISTER. Lecturer's curriculum vitae was taken from SISTER. The lecturer validates the correctness of the data/document entries in the PDDIKTI/SISTER that have been inputted by the PSD-PTU in the lecturer biodata section. PSD-PTU is required to update the history of education, research, community service, and support from lecturers.

DYS validates the correctness of the data/document entries that are already available in the database and continues the next process, namely compiling Phase II portfolio consisting of filling in biodata, uploading passport photos by the provisions, filling in biodata by pulling data on PDDikti, perceptional assessment with a system that the same as the previous year's lecturer certification process, namely perceptual assessment by 5 students, 3 colleagues, and DYS's direct supervisor, DYS's assessment, namely DYS assessing self-performance, Lecturer Self-Certification in Higher Education Tridarma Performance (PDD) -UKTPT). The DYS PDD-UKTPT document contains a lecturer's self-statement regarding contributions to the implementation and development of the tri dharma of higher education which includes teaching, research, and publication of scientific work, and community service. The PDD-UKTPT document is prepared in the

form of Audio Visual and descriptive narrative equipped with evidence that can be searched online, and Combined Value and Perceptional Value (NPS). The Combined Value and Perceptional Value are calculated using a certain formula whose results appear in the SISTER Account of higher education. If the results of the combined assessment and perceptional assessment are declared passed, the next step is the Submission of an External Assessment. The external assessment is carried out by the Serdos Assessor at Committee for Higher Education Lecturer Certification (PSD) Organizers of Educator Certification for Lecturers (PSD-PTPS) who has been assigned by the Central Educator Certification Committee for Lecturers.

After the Serdos Assessor at PTPS has finished conducting the assessment, PTPS will hold an Internal Judisum whose results will be submitted to the Central Lecturer Certification Committee. The Lecturer Certification Committee at each tertiary institution contacts the Lecturer Certification Committee at PTPS or vice versa regarding the administrative settlement of the administration of Lecturer Certification. PTPS will disclose information on the results of the Lecturer Certification assessment if the Proposing College (PTU) has paid a Certification administration fee of IDR 1,000,000 per DYS.

Lecturers who have passed the certification process and have passed are entitled to obtain an Educator Certificate. Educator's Certificate is formal evidence as recognition given to lecturers related to their teaching authority. Educator Certificates are issued by PTPS which include the Educator Certificate Registration Number issued by the Directorate General of Higher Education, Research and Technology, as one of the control materials for tertiary institutions that issue certificates. The Educator Certificate will be sent by PTPS in the form of a soft file to the SISTER account of each DYS and the hard file will be sent to each PTU to be archived and submitted to DYS.

Lecturers who have taken the Lecturer Certification 3 times and the results are declared not passed, then they cannot take the Lecturer Certification unless they have received coaching for 1 (one) year from the Higher Education Institution. If at the 4th opportunity to take the Lecturer Certification and it is still declared as not passing, then the person concerned cannot take the Lecturer Certification.

Lecturers who meet the requirements for a minimum working period of 2 (two) years in a functional position and are declared Eligible Serdos to become DYS Candidates but do not complete the Lecturer Certification process (portfolio stage 2), then the person concerned is not allowed to take the Lecturer Certification the following year unless has gone through a coaching process for 1 (one) year by the College. If it is the second time as a DYS Candidate and still cannot complete the Lecturer Certification process, then those involved cannot take part in the Lecturer Certification.

DYS who have completed the Lecturer Certification process and the results of the portfolio assessment are declared not passed with a Fraud (F) score, then the person concerned can take part in the Lecturer Certification in (n+2) where n is the year of participation in the Lecturer Certification which is declared failed, after receiving coaching from College. If the results of the portfolio assessment on the second Lecturer Certification still get an F Score, then the person concerned cannot take part in the Lecturer Certification.

2.3. Organizer SMART Serdos

Implementation of Lecturer Certification involves: 1) Directorate General (DG) of Higher Education, Research and Technology (Diktiristek), Ministry of Education and Culture, 2) Committee for Proposer Higher Education Lecturer Certification (PSD-PTU), 3) Committee for Higher Education Lecturer Certification (PSD) Organizers of Educator Certification for Lecturers (PTPS), and 4) Marine and Fisheries Education Center.

The Directorate General of Higher Education, Kemdikbudristek is tasked with providing Assessor Registration Identification Numbers (NIRA), establishing national quotas for prospective lecturers participating in certification, validating Phase I portfolio files/documents for updating or withdrawing Eligible Serdos Data, opening the Lecturer Certification Period, determining Lecturers who are included in the Data Eligible Serdos becomes a certified Lecturer (DYS), validates Phase II portfolio files/documents, maps or distributes PDD-UKTPT DYS assessments at PTPS, gives Educator Certificate Registration Numbers.

PSD-PTU are all Universities within the Ministry of Education and Culture and Partner Ministries/Institutions that propose their lecturers to take part in the Serdos process. PSD-PTU is tasked with: a) validating documents and portfolios of Phase I and Phase II Lecturer Certification participants, b) distributing Perceptional Assessment tokens to 1 () DYS direct supervisor lecturer, 3 DYS peer lecturers, and 5 DYS students, 3) propose DYS to get the PDD-UKTPT Assessment by uploading the Validation Sheet if DYS has met the requirements to pass the NPS assessment.

PSD-PTPS are tertiary institutions that have postgraduate programs and/or relevant study programs and/or higher education units that are accredited A/Excellent and determined by the Minister of Education and Research and Technology. The authority of Tertiary Education Institutions to administer Lecturer Certification can be canceled by the Minister on the recommendation of the Director General of Higher Education, if based on an evaluation it no longer fulfills the set criteria/requirements. PSD-PTPS

distributes DYS PDD-UKTPT to be assessed by Serdos Assessors, with the provision that one PDD-UKTPT DYS is assessed by 2 (two) Assessors from the same field/group of knowledge, one Serdos Assessor assesses at most 8 PDD-UKTPT.

The Marine and Fisheries Education Center is tasked with coordinating PSD-PTU within the Ministry of Maritime Affairs and Fisheries, organizing Educator Certification Socialization for Lecturers within the Ministry of Maritime Affairs and Fisheries, coordinating with PSD related to problems faced by DYS and PTU within the Ministry of Maritime Affairs and Fisheries, forwarding the information obtained from PSD Kemdikbudristek to PSD-PTU within the Ministry of Maritime Affairs and Fisheries, monitoring/monitoring the implementation of the Educator Certification process for Lecturers within the Ministry of Maritime Affairs and Fisheries, coordinating with PSD-PTPS related to the administrative completion of the implementation of Lecturer Certification in the environment Marine and Fisheries Ministry.

2.4. Theory Review

S. Nor Hasanah (2019: 67) in his book entitled Management of Lecturer Quality Improvement states that if a tertiary institution carries out the functions of the Tridharma of Higher Education properly it will produce graduates (educated human resources), new and renewable knowledge, and contribute to community development. . Lecturers play a role in arousing motivation, will and forming patterns of thought, moral attitudes, and student character so that quality students are formed, competent, have personality and willingness to change, reason well and can find brilliant ideas (Hasanah, 2019: 75)

Qualified lecturers are lecturers with a learner-centered learning process, a two-way teaching method, always learning and developing self-competence, are willing to be evaluated and given input, not authoritarian, on time according to the assigned schedule, the learning process is fully loaded, conduct assessments and evaluation of learning outcomes and then given to students, teaching materials that always pay attention to the times/technology developments, and giving lectures following the syllabus and lesson plans that have been prepared (Hasanah, 2019: 76)

In his book, S. Nor Hasanah (2019) conveys several expert opinions which mention the strategic role of lecturers in determining the success or quality of education. Jalal and Mustafa, 2001 (S. Nor Hasanah, 2019:107-108) concluded that the lecturer is a component that greatly influences the quality of learning by providing more time and interaction with students, and teaching responsibilities to the lecturer.

Murphy, (1992) in (S. Nor Hasanah, 2019: 108) states that lecturers hold the key to the success of higher education because the designer is a learning leader, not just a facilitator, but also a center for learning initiatives. Therefore lecturers must always develop themselves independently and not depend on the initiative of the leadership and head of the study program. Ronald Brand in Educational Leadership (1993) quoted by SD. Nor Hasanah in her book (2019: 108) states that without mastery of learning materials and strategies, and without motivating students to study seriously, then all efforts to improve the quality of education will not achieve the maximum results as expected.

Improving the quality of lecturers can be done by increasing teamwork, namely the integration of each member through an optimal combination of roles by their respective expertise and fields of work to realize the goals that have been set. The collaboration that is formed is not only the cooperation of several lecturers in a group but can also be in the form of teamwork between lecturer work groups. One of the techniques that can be used to improve the quality of lecturers is the thought-provoking technique, which collects ideas or opinions from the Chancellor, lecturers, education staff, and students (senate administrators) to develop study programs and institutions. S. Nor Hasanah (2019:112)

Furthermore, S. Nor Hasanah (2019: 112) concluded that the quality of lecturers is influenced by the level of education, knowledge, skills, attitudes, and motivation. One way to increase knowledge and skills is through planned and sustainable competency-based training according to the needs of lecturers.

The basic competencies of lecturers in the learning process are communication skills, expertise in conveying material, lecturer presence, teaching skills, and attitude of lecturers (Akiri & Ugborugbo, 2009). Material delivery methodologies and communication techniques between lecturers and students are factors that affect lecturer performance.

2.5. Framework of thinking

Educator certification for lecturers is in line with the theory of lecturer professionalism to improve the quality of lecturers. The activity items in the lecturer portfolio when participating in lecturer certification describe the professionalism of lecturers through English language skills, basic academic competencies, implementation of each element of the tri dharma of higher education through the PDD-UKTPT assessment, evaluation of lecturer performance through perceptional assessments from direct superiors, colleagues, and students.

With more and more lecturers obtaining educator certificates through the lecturer certification program, it is hoped that the quality of lecturers will improve. If the quality of lecturers increases, it can also improve the quality of education in tertiary institutions.

3. METHODS

SMART Serdos Evaluation Research within the Ministry of Maritime Affairs and Fisheries until 2022. The research uses descriptive data analysis methods. The data to be analyzed is Eligible Serdos nomination data within the Ministry of Maritime Affairs and Fisheries which is on the SISTER Service Menu page of the KP Education Center account and educator data within the Ministry of Maritime Affairs and Fisheries as of November 2022.

The next evaluation is the implementation of the SMART Serdos with the SISTER Application in the KKP environment using a descriptive method based on the results of monitoring and coordination of The Human Resource Subcoordinatorand the Labor Group Team with all parties related to the implementation of SMART Serdos.

4. RESULTS AND DISCUSSION

Lecturers within the Ministry of Maritime Affairs and Fisheries take part in the Educator Certification process for Lecturers Batch I, II, and III in 2022. During the implementation of the activity, The Human Resource Subcoordinator and implementing staff monitor the Educator Certification process for Lecturers within the Ministry of Maritime Affairs and Fisheries. Monitoring activities carried out are:

1. The Human Resource Subcoordinator monitors the implementation of Educator Certification for lecturers through the PTU Serdos Whatsapp Group and the SISTER page.

2. Continuing the information submitted by the Serdos Team of the Ministry of Education and Culture on the Whatsapp Group PTU Serdos of the Ministry of Education and Culture to the Maritime and Fisheries Higher Education Unit via the Whatsapp Group.

3. Monitor the Educator Certification process for Lecturers from the Nomination stage to the National Judiciary stage.

4. Serving the coordination of Serdos participating lecturers (DYS) and SISTER Operators related to the obstacles encountered during the Serdos implementation process.

5. Providing solutions to problems faced by DYS or SISTER Operators during the Serdos implementation process.

The implementation of educator certification for lecturers within the Ministry of Maritime Affairs and Fisheries in 2022 is as follows:

1. Educator Certification monitoring activities for lecturers within the KKP environment take place from Batches I, II, and III, namely from March 1, 2022, to November 23, 2022.

2. The batch I was attended by 6 DYS with details: 3 lecturers at the Jakarta Technical University of Fisheries, 2 lecturers at the Dumai Maritime and Fisheries Polytechnic, and 1 lecturer at the Pangandaran Maritime and Fisheries Polytechnic

3. Batch II was attended by 6 (six) DYS with details: 3 lecturers at the Jakarta Technical University of Fisheries, and 3 lecturers at the Sidoarjo Maritime and Fishery Polytechnic.

4. Batch III was attended by 3 (three) DYS with details: 1 lecturer at the Karawang Polytechnic of Maritime Affairs and Fisheries, 1 lecturer at the Kupang Maritime and Fisheries Polytechnic, and 1 lecturer at the Dumai Maritime and Fisheries Polytechnic.

5. Implementation of Educator Certification for Lecturers within the Ministry of Maritime Affairs and Fisheries, it was observed that there were 3 technical problems in the SISTER application, namely:

6. Double data on DYS lecturer at the Pangandaran Maritime and Fisheries Polytechnic during the phase II portfolio-filling process. Problem-solving:

7. The Sub-coordinator of Manpower asked the SISTER Operator of the Pangandaran Maritime and Fisheries Polytechnic to re-validate the relevant data.

8. The SISTER Operator of the Pangandaran Maritime and Fisheries Polytechnic coordinates with the SISTER Operator of the Fishery Business Expert Polytechnic regarding the re-validation of DYS that has been verified.

9. After re-validation, the relevant data only appears in the SISTER PT application and SISTER for the Pangandaran Marine and Fisheries Education Center.

b. In the SISTER Account of the Dumai Maritime and Fisheries Polytechnic the results of the NPS assessment did not appear so DYS from the Dumai Maritime and Fisheries Polytechnic could not be submitted for external assessment by Assessor Serdos. Problem-solving:

1. The Manpower Group Executor asked the SISTER Operators of the Dumai Maritime and Fishery Polytechnic to coordinate with the SISTER Operators of the Jakarta Technical University of Fisheries.

2. The SISTER operator of the Jakarta Technical University of Fisheries asked the SISTER operator of the Dumai Maritime Polytechnic to re-validate all phase II portfolios that had been uploaded by DYS and re-verify.

3. After validation and re-verification by the SISTER Operator of the Dumai Maritime and Fisheries Polytechnic, the DYS NPS Value appears which can then be claimed for submission of an external assessment from the Assessor Serdos.

c. DYS from the Kupang Maritime Affairs and Fisheries Polytechnic has completed filling out phase II of the portfolio but the Lecturer Self-Assessment document in Higher Education Tridharma Performance (PDD-UKTPT) cannot be recorded on the SISTER Account of the Center for Marine and Fisheries Education. Problem-solving:

1. The Personnel Group Executor coordinates with the SISTER Operator of the Jakarta Technical University of Fisheries to assist the DYS of the Kupang KP Polytechnic. because the KP Kupang Polytechnic SISTER Operator is on mourning leave.

2. The SISTER operator of the Jakarta Technical University of Fisheries guides DYS to validate and re-verify all phase II portfolio documents that have been uploaded.

3. After validation and re-verification, all DYS phase II portfolio documents can be recorded on the KP Education Center SISTER Account.

3. Even though there were technical problems, DYS in the KKP environment was able to complete all stages of certification on time with good cooperation between the Labor Sub-coordinating Team and SISTER Operator PT.

4. Educator Certification Participants for Lecturers within the Ministry of Maritime Affairs and Fisheries are:

DYS who are declared to have passed educator certification for lecturers are then entitled to obtain a Professional Educator Certificate following the field of certification. The Educator Certificate will be sent by PTPS in the form of an e-certificate to the SISTER DYS account

TABLE 1: SMART Serdos Participants.

No	Lecturer Name / Areas of expertise	PTU	PTPS	Results
Batch III (October to Desember 2021)				
1.	Kamsiah, S.P., M.Pd Administrasi Pendidikan (Manajemen Pendidikan)	Jakarta Technical University of Fisheries	Indonesia University of Education	Passed
Batch I (14 June 2022 to 12 August 2022)				
1.	Ade Hermawan, S.St.Pi., MT Mechanical Engineering (and Other Mechanical Sciences)	Jakarta Technical University of Fisheries	Gadjah Mada University	Passed
2.	Basri, S.Pi., M.Sc. Aquaculture	Dumai Marine and Fisheries Polytechnic	Gadjah Mada University	Passed
3.	Dr. Maman Hermawan, M.Sc. Ocean Engineering and Ocean Sciences	Jakarta Technical University of Fisheries	Gadjah Mada University	Passed
4.	Muhamad Riyono Edi Prayitno, S.Pi., M.Si. Fishing Technology	KP Pangandaran Polytechnic	Gadjah Mada University	Passed
5.	Muhammad Handri, A.Pi., MSi. Fishing Technology	Jakarta Technical University of Fisheries	Gadjah Mada University	Passed
6.	Rangga Bayu Kusuma Haris, S.St.Pi., M.Si. Utilization of Fishery Resources	Dumai Marine and Fisheries Polytechnic	Gadjah Mada University	Passed
Batch II (12 August 2022 to 28 September 2022)				
1.	Dr. Danu Sudrajat, A.Pi., MAP Fishing Technology	Jakarta Technical University of Fisheries	Padjadjaran University	Passed
2.	Dr. Mochammad Farkan, S.Pi., SE, M.Si. Aquaculture	Jakarta Technical University of Fisheries	Padjadjaran University	Passed
3.	Niken Prawesti Listyaningrum, S.Pi., MP Processing of Fishery Products	Sidoarjo Marine and Fisheries Polytechnic	Padjadjaran University	Passed
4.	Noor Pitto Sari Nio Lita, S.Pi., M.Tr.Pi. Utilization of Fishery Resources	Jakarta Technical University of Fisheries	Padjadjaran University	Passed
5.	Setyawan Dwi Nugroho, ST, MT Agricultural mechanization	Sidoarjo Marine and Fisheries Polytechnic	Gadjah Mada University	Passed
6.	Yus Isnainita Wahyu., S.Pi., MP Processing of Fishery Products	Sidoarjo Marine and Fisheries Polytechnic	Padjadjaran University	Passed
Batch III (28 September to 23 November 2022)				
1.	Djunaidi, S.Pi., M.Sc Aquatic Resources	Dumai Marine and Fisheries Polytechnic	Padjadjaran University	Passed
2.	Irandha Citra Marasi Siahaan, S.Tr.Pi., M.Si. Processing of Fishery Products	Kupang Marine and Fisheries Polytechnic	Padjadjaran University	Passed
3.	Dr. Liliek Soeprijadi, A.Pi. MM Ocean Engineering and Ocean Sciences	Karawang Marine and Fisheries Polytechnic	Gadjah Mada University	Passed

5. CONCLUSION

The implementation of Educator Certification for Lecturers in the 2022 MMAF Environment is going well. 15 DYS together with PT SISTER Operators in each Maritime and Fisheries Higher Education Unit were able to participate in and complete all stages of completing phase II of the portfolio up to the submission of an external assessment by Assessor Serdos at PTPS without significant problems so that DYS was able to complete all the assessment processes.

Technical problems can be resolved with good coordination between the Sub-coordinator of the Labor Group, the Executive Staff of the Labor Group, PT and DYS SISTER Operators, and the SISTER Operators of the Jakarta Technical University of Fisheries. SISTER Operators of Jakarta Technical University of Fisheries have experience participating in the Lecturer Certification assessment with the SMART Serdos system so that they can assist other SISTER Operators who experience technical problems during the implementation of the SMART Serdos assessment.

Lecturers within the Ministry of Maritime Affairs and Fisheries as of December 2022 totaled 402 people. 223 lecturers already have Educator Certificates, and as many as 179 lecturers do not yet have Educator Certificates. 179 lecturers who do not have an Educator Certificate due to the following reasons:

1. 11 people have worked for 2 years in functional lecturer positions but do not yet have TKBI, TKDA, and Pekerti/AA certificates.

2. 134 people have not had a minimum of 2 years of working experience in functional lecturer positions.

3. 32 people have not been appointed in the functional position of lecturers.

4. 2 people don't have NIDN yet.

Lecturers who have worked for at least 2 years and have uploaded lecturer performance report (BKD) assessment results for 2 consecutive years, TKBI Certificates, TKDA Certificates, and Pekerti/AA will automatically be included in the Eligible Serdos Data List. Based on Table 2, the highest number of lecturers who do not have an Educator Certificate is at the Jembrana Marine and Fisheries Polytechnic. The Head of the Marine and Fisheries Education Center assigned the Human Resource Sub-Coordinator to carry out lecturer development at the Jembrana Marine and Fisheries Polytechnic as well as convey.

TABLE 2: Distribution of lecturers who do not have an Educator Certificate.

No.	Marine and Fisheries Higher Education Unit	Lecturer Functional > 2th	Lecturer Functional < 2th	Not yet Lecturer Functional	Don't have NIDN yet
1.	Jakarta Technical University of Fisheries	3	14	2	1
2.	Sidoarjo Marine and Fisheries Polytechnic	1	21	3	1
3.	Bitung Marine and Fisheries Polytechnic	-	12	4	-
4.	Sorong Marine and Fisheries Polytechnic	-	6	6	-
5.	Karawang Marine and Fisheries Polytechnic	6	9	-	-
6.	Kupang Marine and Fisheries Polytechnic	-	9	-	-
7.	Bone Marine and Fisheries Polytechnic	-	13	-	-
8.	Jembrana Marine and Fisheries Polytechnic	-	17	11	-
9.	Pangandaran Marine and Fisheries Polytechnic	1	19	-	-
10.	Dumai Marine and Fisheries Polytechnic	-	8	2	-
11.	Wakatobi Community Academy	-	6	4	-
12.	Amount	11	134	32	2
13.	The number of lecturers does not have an Educator Certificate	179			

The Human Resource Subcoordinator advises lecturers who have been appointed to functional positions as lecturers and do not yet have an Educator Certificate to actively seek information and take the TKBI, TKDA, and Pekerti/AA tests held by institutions recognized by the Ministry of Education and Culture. The Head of the Center for Maritime Affairs and Fisheries Education asked the Head of the KP Higher Education Unit to monitor the performance of lecturers and continue to remind lecturers of the importance of taking the TKBI, TKDA, and Pekerti/AA tests so that lecturer competence increases.

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