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## The role of lecturer in improving college quality learning

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### Abstract

Lecturers are one of the essential components in universities, where their existence is very important, associated with roles, assignments, and responsibilities to achieve national education by transforming, developing, and disseminating science, technology, education, arts, research, and community service as the main tasks. Therefore, lecturers are required to have pedagogical, personality, social, and professional competencies that aim to describe their role in relation to the quality of learning in college. This exposure is expected to broaden the knowledge of lecturers and university policymakers to improve the quality of the learning process in order to produce quality graduates as well. The research methodology used was literature. This means that researchers utilized literature, either in the form of books, records, or reports of previous research results. In this study, there were four productivities through learning quality improvements: (1) Goal-Congruent Lecturers and College, (2) Learning System, (3) Lecturers' Paradigm, and (4) College Objectives Quality. Therefore, lecturers are always trying to improve their knowledge. They can follow higher education, keep in touch with the latest technology, remain aware of their responsibility to help students become the best, and always strive to prepare the best learning lessons. Lecturers, as a determinant factor of learning quality, have the responsibility of being the organizers. To teach well, lecturers need to perform self-evaluation, integrated control, and act as educators and teachers, especially in higher education. Timor Leste is currently in development. The process of the lecturers requires a greater commitment from college management as well as support from the government in order to increase resources for sustainable human development that can meet the needs of quality and achievement, targeting the scope of competition and ensuring that implementation meets the requirements.

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## 1. Introduction

Lecturers are one of the essential components in college. Their existence is very important, associated with roles, tasks,

and responsibilities to achieve the objectives of the National Education's goal. To reach the goal of national education, professional lecturers are needed, expressed as professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and the arts of education, research, and public service. Therefore, an evaluation of lecturers is necessary in order to carry out their duties and responsibilities in line with what is required by law. It is expected to increase the quality of the lecturers so that the quality of students and the college will also increase.

The existence of lecturers with professional ability and close relationships with students and colleagues in universities is very important. Lecturers determine the development of institutions because they can affect the intellectual environment and social life of the campus. Besides that, the role of lecturers is important in shaping the curriculum, academic regulatory control, as well as creating a climate for student learning. So it is not excessive to say that the lecturer is the person who knows the real process of education on campus best; in this case, the lecturers have a position as designers, implementers, and evaluators of the education and teaching process.

Higher education is the most valuable national asset in any country. Higher education is no longer treated as a luxury product but as a national development asset, social and economic [1]. In higher education, the quality concept today is more complex and opposed to an industry where the final product is clear. *Harvey and Green agree* that the fundamental difference between higher education and other service providers is that the process of transformation in higher education often involves cognitive transcendence for the student and not merely providing a service for them. However, rapid changes in higher education today have significantly narrowed the gap where universities are viewed as quality organizations. Concerns about the quality of higher education always exist and are seen in many ways. Due to an increasingly diverse student profile, it is imperative that stakeholders' views need to be relatively high to prove their worth because they contain four productivity factors through improved quality of learning: (1) Goal-Congruent Lecturers and Colleges, (2) Learning System, (3) Lecturers' Paradigm, and (4) College Objectives Quality. Therefore, lecturers are always trying to improve their knowledge; they can follow higher education, keep in touch with the latest technology, remain aware of their responsibility to help students be the best, and continually strive to prepare the best learning lessons.

## **2. Learning Quality**

According to Juran in Makawimbang [2] quality is as "a place for life" and insisted that the mission of university basic quality is "to develop programs and services that meet the needs of users such as students and public." Meanwhile, according to ISO 2000 in Suhana [3] the quality is characteristics total of a products (goods and services) that support the ability to satisfy the requirement that is specified or defined. Based on above description indicates that the quality is an opportunity to put in a competitive position. It means that it accordance to the expectations of user satisfaction. Quality of teaching is determined by three variables, namely higher education culture, teaching learning, and reality of college. College culture is the values, customs, rituals, slogans, and any behaviors that have long formed in college and passed on from generation to the next generation, either conscious or unconsciously. This culture is believed to affect the behavior of all components of higher education, namely lecturers, heads of colleges, administrative staff, students, and parents of students. The conducive culture improvement quality will encourage citizens behavior in improving quality of higher education, otherwise not conducive culture will impede efforts in improving the quality of higher education.

In connection to the components that make up the education system, *Syaodih [4] argues that input components are classified into three categories: (1) Raw input, such as intellect, physical health, social-affective factors, and peer groups of students. (2) Instrumental input, covering education policy, programs (curriculum), personnel (university leaders, teachers, staff), facilities, media, and costs. (3) Environmental inputs, including the college environment, family environment, community, social institutions, and the work unit.* The process components, according to *Syaodih [4]*, include teaching, training, coaching, evaluating, extracurricular activities, and management. Furthermore, the output includes knowledge, personality, and performance. Based on the above opinion, it is known that the learning process is an education system component that can determine the success of learning and the quality of education. Therefore, to obtain a good quality of education, a quality learning process is required.

### **2.1. The Role of Lecturer in Improving Quality of College Learning**

In college, a lecturer holds an important role in the progress of the institution. It has long been recognized by the lecturers themselves. This awareness is demonstrated by personal efforts to ensure they have competence and expertise in accordance with their interests and areas of occupation, as lecturers create an academic atmosphere that can determine the quality of teaching at the college, which includes:

#### **2.1.1. Goal-Congruent Lecturers and College**

Based on this idea, a lecturer has a high academic ego; one manifestation of this attitude is the "pulpit academic freedom." Why does managing a lecturer become very difficult? The answer is that the lecturer has a high academic ego. The actualization of a lecturer, to be himself with the expertise, is to be high. Expertise sometimes creates boxes that are difficult to put together, even though ruled by the same college. There is no goal congruence; there is no alignment of interest between the vision, mission, and personal goals with the vision, mission, and objectives of the institution. Starting from here, college quality problems arise. Understanding the vision, mission, and goals of the institution is derived from institutional quality objectives that should be understood as a reference and direction for a lecturer in devoting their expertise to achieve college quality objectives.

### *2.1.2. Learning System*

The model development of current learning has rapidly advanced. The model focuses on the shift from teacher-centered to student-centered learning. Many universities have transitioned the learning process from teacher-centered to student-centered approaches, though not all universities have significantly implemented student-centered learning processes. Barriers may be different, but the content remains the same. Here is what happened. The reason for this is the paradigm of lecturers that cannot be changed. It is often observed in teaching practices in everyday life that lecturers still dominate the learning process, and learning evaluation is determined by the results of the final exam. The student-centered learning system requires a paradigm shift for both lecturers and students. Lecturers act as facilitators and motivators, while students act as active participants and independent learners. The existence of lecturers is not only as a source of learning materials but also as a guide for students, who are the users of these learning materials.

### *2.1.3. Lecturer Paradigm*

The role of lecturer in the student center learning system, much more as service providers of learning or learning provider. Because of the role of provider, then a lecturer should change the paradigm. Providers will be left behind by its customers if it is not able to meet the satisfaction and needs of customers. The services that are able to meet the satisfaction and customer requirements are called quality services. So, in order the quality service maintained its consistency, then all processes must be standardized in a system.

The quality of educational services and learning in college lies at the level of absorption of graduates or alumni in the community. If the lecturer able to provide a source of learning and keep the process of delivering a basis consistently, so as to meet the satisfaction and needs of their students as promised in academic guide book, it is considered the lecturers qualified and professionals.

Therefore, a lecturer must have focus customer paradigm, process management systems and corporate institution result.

Corporate management results in institutions mean that a lecturer does not just focus on the results obtained individually but should think towards the achievements of the institution (corporate). The achievement of a high lecturer individually does not mean anything if it is not in line with the goals, mission, and vision of the institution. Similarly, in terms of learning, a lecturer should be able to manage the courses so that the result-oriented responsibility aligns with the achievement of quality objectives and programs of study, faculty quality objectives, and ultimately the quality objectives of the university.

### *2.1.4. Learning Quality Goals*

The steps that need to be able to realize this, begin with the design of the curriculum, the learning process up to standards of assessment. Preparation of design curriculum directed to meet the satisfaction and user needs. Learning implementation is divided into several stages of learning activities. At every stage of the learning activities are set indicators achievements, and level indicators have become a basic component of assessment. Based on this assessment component, it can be determined and assigned students' final grades. To measure the success rate of a lecturer in learning process, it is necessary to target the quality of learning of the subjects that he has.

If any lecturer prepares the learning quality goals in each semester, then the overall process of the course can be understood. Based on learning quality goals, the program of study is able to assess the success rate of the learning process of all courses that are organized. When all lecturers have done so, the learning quality goals can be increased again for the course. Furthermore, this can be applied at the faculty level and ultimately at the university level. Therein lies the role of the lecturer in improving the achievement of learning quality goals of the university or college. In other words, the role of the lecturer in improving the achievement of learning quality goals in the university is initiated by compiling the courses that he/she has taught. The learning quality goals of this study need to be set in guidelines for students; it is intended that students are aware and able to hold lecturers accountable in their teaching.

## *2.2. The Role of Lecturer in Development Institutions*

The development of college institutions that include the structure and the process cannot be separated from the position and role of lecturers in these institutions. Colleges that have a core mission to develop and apply knowledge through practice, Tridharma, place the lecturer as the main human resource based on the fact that the faculty possess intellectual, professional, personal, and social abilities. Therefore, any decision-making regarding the mission of the college must fully involve lecturers.

Lecturers as an important element in college, therefore lecturer's role as a teacher in the learning process also have some role which is closely related to efforts to improve the the development quality of learning in institutions including:

- a) The role of lecturers as researchers/disseminators of information, according to Boyer [5], states that the abilities of lecturers consist of two directions: teaching is important, but research and publications are much more important because the reputation of a lecturer is built not only through teaching but also through research. Lecturers can enhance their reputation through the presentation of papers in seminars, writing articles, journal writing at national/international levels, and the preparation of compiling books.
- b) The role of a lecturer in the academic community requires the abilities of lecturers to think logically and critically, and to communicate the results of research that lead to a more responsive approach to developments in technology, social sciences, and culture. Therefore, a lecturer in the academic community should also support the implementation of community service, because without the participation of lecturers, it is practically impossible to fulfill the task of community service.
- c) The role of the lecturer as citizens cannot be separated from the developments in society because involvement in

community service activities and campus residents is also an "answering" from the community itself. This was followed by the IN LOCO PARENTIS principle, which states that the lecturer acts as caregivers to "replace the function of the elderly" who have the obligation to guide students both on campus and individually [6].

### *2.3. Determinant Factors of Lecturer's Role in Enhancing Quality of College Learning*

Determinant quality of the components and college graduates is made up of many components, including the quality of the academic program, human resources, facilities, and academic atmosphere. Various components of quality need to be improved in order to meet national education standards. Based on preliminary observations supported by the results of interviews with the leaders of several PTS in Timor Leste (April 2015), guaranteeing the quality of teaching by lecturers at the university has yet to become a major priority. That is, the quality of education, research, and community service is also regular. In terms of quality achievement of the third dharma of universities, it can be explained as follows. For teaching quality, it can be viewed from lecturers' class attendance, and the data can be said to have not too bad quality because the lecturer's average attendance in the class obtained figures of 70% from the setting standard. In fact, for universities that have an internal quality assurance agency.

Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and the arts through education, research, and community service. The existence of lecturers as professionals works to improve the dignity and role of lecturers as teaching agents, developers of science, technology, and art, as well as community service, which serves to improve the quality of national education. Lecturers at the college level have a strategic role in terms of academic and student coaching. Lecturers are professionals who establish the best outcomes for students based on professional judgment. Many acknowledgments state that the development of education quality can be pursued through the development of lecturer quality. This is evident from the findings of previous studies that the prevailing education, "the man behind the system" [7], indicates that man is a key factor that determines the strength of education. In fact, education as a service industry is the "front line providers and determines the quality of the service delivery system"; the lecturer is a person who is at the forefront in determining the quality of service [8]. The college's success in being innovative, quality-oriented, and responsive to global developments and local challenges lies in the development effort.

According to Ritzer and Goodman [9] described as the role of social interactions that play according to what is established by culture. In keeping with role theory, the role of expectations is an understanding that leads a person to behave in everyday life. According to this theory, a person who work as lecturers are expected to behave in accordance with the duties and obligations imposed as a lecturer. Therefore, a teacher can play a role if it is capable and has undertaken the task of education, research, and community service. The task means identical with performance, which is a set of behaviors that are relevant to the purpose of the organization or organizational unit where people work [10].

Theoretically, many factors can affect the role of the lecturer. Sopiah [11] states that the factors that influence individual behavior is the effort, abilities and the environmental situation. According to Muchlas [12] adult personality and behavior are influenced by heredity and environment with a 'variable between' situational conditions. According to Wirawan [13] the performance is the result of the synergy of a number of factors, namely: the organization's internal environmental factors, external environmental factors and internal factors of employees. Mathis and Jackson [14] says that the factors that affect the individual work includes individual abilities (talents, interests, personality, etc.), the level of work done (motivation, ethics, attendance, etc.), and support organizations (cultural, equipment and technology).

According to Castetter [15], the factors that can affect a person's role are derived from the internal lecturers themselves, within the organization, and the external environment. Sources from within include, among others: weaknesses in intellect, physiological weaknesses, demotivation, personality factors, obsolescence or aging, preparation position, and value orientation. The sources from within the organization include: organizational systems, organizational roles, behaviors associated with monitoring, organizational climate, and organizational culture. Sources from the external environment include: family, economic factors, political factors, legal factors, social values, the labor market, changes in technology, and associations.

The role of lecturers in quality assurance in colleges regarding research is defined as the expected behavior of a lecturer in terms of the implementation of the tasks of teaching, research, and community service. Since the behavior or performance of the lecturer is influenced by many factors, the assessment of the role of the lecturer in quality assurance is necessary to study the factors that influence it, such as leadership, organizational culture, competence, and accomplishment motivation.

The lecturer is one component of the university's quality determinants. The lecturer has a role in guaranteeing the quality of teaching, research, and community services. Faculty performance is influenced by various factors, such as leadership, organizational culture, competence, and achievement motivation.

### *2.4. Lecturer Responsibility in Learning*

The duties and responsibilities of a lecturer, the requirements to become a qualified lecturer, and the evaluation of the quality of lecturers are roles that can be undertaken by officers, employees, and the lecturers themselves within the framework of continuous quality improvement. This is a matter that absolutely needs to be addressed by higher education institutions. All of these aspects need to be understood and implemented by the academic community to achieve the vision and mission of the college. With continuous improvement in the quality of lecturers, it is hoped that the college will be able to compete successfully both in the present and in the future global market.

Therefore, this discussion will address the role of lecturers in the learning process, the activities that should be undertaken, how lecturers should develop themselves to be qualified, whether lecturers should conduct self-evaluation in a sustainable manner, and so on.

#### *2.4.1. Lecturer as Organizer*

Teaching can be defined as a learning organization, so the problem of how to teach well connects with learning organization on how to achieve the desired results. Teaching can be seen as the establishment of a situation that is expected or desired in which the learning process can take place effectively. This situation is rather difficult and requires several components for the learning process to occur effectively and produce quality results. It is necessary for important components to include: the presence of students; the existence of facilities, time, and place for meetings; books for the learning process; regular procedures that are understandable for presentation, discussion, and evaluation; evaluation so that lecturers and students can determine the course of the learning process; and the existence of organizers who are able to bring all of the above into a single unit, namely the lecturers.

Basically, a lecturer is an organizer whose task is to create groups or individuals who can function effectively to achieve the same goal together. This is the precise role of a lecturer, and he/she is expected to prevail as the organizer who possesses characteristics, among others, that include good organizational functions, not as an autocrat. He/she does not make all the decisions or orders to any person regarding what to do with the details and how and when to do it. A poor organizer, unlike other members of the group, lacks the rights, privileges, and special powers. Groups still need positive leadership in order to function effectively; it can clarify the objectives and achieve the desired results.

A good organizer helps the group and individuals within it to discover, formulate, and clarify their goals. He/she does not merely explain to the students that they have to learn, do this, and that. He/she will try to delegate responsibility and distribute it as widely as possible. He/she will educate groups and individuals to organize themselves so that it can be done. Lecturers, as organizers, should be able to generate and assess initiatives, but these initiatives must not be washed away or deviate from the track. Initiatives must be within the framework of the goals of the class. Lecturers are able to build upon strengths rather than suppress weaknesses. He/she must always assume that everyone is capable of achieving a goal that may result slightly differently from what is expected and desired by the organizers. In addition, lecturers are able to generate self-criticism and evaluation within the group and can explain the parts where he/she has worked and where he/she has failed. No less important is that the lecturer, as a good organizer, should exercise control so that common goals can be achieved.

The points at the top are characteristics of a good organizer. A lecturer is an organizer who works differently from a factory manager, director of a company, or the administrator of colleges/universities. However, basically, a college lecturer, as an organizer in other fields, will always be associated with a person: the student. The duties and responsibilities of the lecturer are to create a situation where students can work and achieve the best results.

#### *2.4.2. How do Lecturers Can Teach Well*

Being a qualified lecturer needs to understand the way of good teaching. Richard Leblanc, a professor from York University, quoted in Materials Semiloka Assessment in UBINUS Jakarta (2001), suggests that there are 10 main conditions for good teaching: First, good teaching does not only motivate students to learn, but also teaches them to learn and do things in a relevant, meaningful, and memorable way. Good teaching is concerned with maintaining expertise; if we have a penchant for this maintenance, it is necessary to convey this indulgence to everyone, especially students. Second, good teaching is concerned with the substance and treatment of the student as a knowledge customer. Good teaching is about doing the best and always being at the top in their field, reading sources both inside and outside their field of expertise, and becoming a leader for as long as possible. Third, good teaching is concerned with the process of listening, asking, being responsive, and remembering that each student and class has differences. Fourth, good teaching is not always concerned with a fixed and rigid agenda, but should be flexible and open to experimentation.

Fifth, good teaching is also concerned with style. Good and effective teaching does not always involve keeping both hands on the table or having one's eyes constantly fixed on a transparent screen while speaking in a boring manner. A good lecturer should be able to engage with the classroom and the students. Lecturers should realize that they are conductors, with the class and students as an orchestra, playing different instruments with varying skill levels. Sixth, good teaching is also concerned with humor. Humor can break the ice in the classroom, allowing students to learn in a more relaxed atmosphere. Seventh, good teaching is focused on maintaining and developing the mind and talent, devoting time (often invisible) to each student, assessing, designing, and preparing materials.

Eighth, good teaching needs to be supported by strong leadership and a real vision that supports the institution. Ninth, good teaching is concerned with providing advice to both senior and junior members of the team. Effective teaching needs to be rewarded, while poor teaching should be improved through training and development programs. Tenth, good teaching is related to obtaining pleasure. Good teachers practice skills that are not solely for the sake of money or necessity; they genuinely enjoy what they do.

#### *2.4.3. Lecturers Need To Do Self-Evaluation*

The rapid developments in science and technology demand that every lecturer keep up the pace of development so that what is taught in the classroom is not out of date. Therefore, every lecturer is required to continuously learn, either inside or outside his/her field of expertise. In this world, there is no perfect lecturer, but there is always room for someone to make improvements. A lecturer must always ask himself/herself whether he/she has been fulfilling his/her responsibilities as a lecturer and performing good teaching in accordance with the requirements put forward by Prof. Leblanc. If this question has been raised, the next question is how to identify which aspects of good teaching methods need to be changed. The answer is evaluation, but then the next question arises: who should do this? Evaluation is an inherent part of good teaching in a person; because of that, lecturers must take responsibility for conducting the evaluation. By doing a self-evaluation, a lecturer knows how effective their teaching methods are and which parts need to be improved.

Several reasons can be put forward regarding the importance of evaluation for a lecturer who teaches at the college, including the following: First, every lecturer who has taught well or not well enough all have a chance to become better over time. Some lecturers were able to improve in a short time, while others improved at a mediocre pace. However, some lecturers became worse than their previous condition. Why did this happen? The differences occur due to the use of the information obtained from the evaluation on how to teach properly and make efforts to correct deficiencies.

Second, the evaluation by the lecturer could be used for the documentation to the agency about the quality of lecturers in it. Institutions can use this document to communicate with the lecturer and help him/her to constantly improve their ability in various ways.

Third, evaluation related to human needs to achieve psychological satisfaction. If a lecturer is doing their work well, then he/she will have a pleasant experience. Evaluation is a way to determine whether the work is going well, but it does not mean that improvement toward much better is not necessary.

Fourth, extract information from various sources. There are at least five sources of information that can be used to evaluate teaching methods. All work done for the evaluation will use one or more sources of such information.

- 1) Self-monitoring allows for evaluation to be acquired directly as a lecturer teaches. The activity of a lecturer in the classroom involves giving presentations and leading discussions, but at the same time, a lecturer can ascertain the answers to the questions: How do classes take place? Do lecturers engage with students or lose their attention? Is the class fun or boring? Usually, the answers to these questions do not require a long time to determine and can be observed during the first time teaching in front of the class.
- 2) Lecturers can take advantage of the use of tape recorders and video cameras. Modern technology has provided tools that are relatively accessible at a price that is reasonable for tape and video. Lecturers can use these tools to record events in the class and roll them back to evaluate what needs to be fixed.
- 3) Information from students is crucial. Students have a unique position to assist lecturers in the evaluation process. If the lecturer wants to know whether a student can receive and understand the lesson well or whether the lessons were boring or interesting, then no one can answer this question correctly except the students themselves. Based on the source of information, students are the best source to obtain insights about the teaching and learning process.
- 4) The test results that were obtained by students. Lecturers always give the test to students both in the classroom and outside in the form of a task. Usually, the purpose of the test is to determine the quality of the students, but at the same time, the results of this test can be used to determine the quality of the lecturer. From the results of this test, it can be known whether the students understand the material given in class or not.
- 5) Observer outside. Besides the two parties involved in the learning process, students and lecturers, additional information can also be obtained from an independent third party who has special qualifications, for example, a professor or senior lecturer who participates in the classroom to observe the teaching and learning process and provide an assessment of what they observed in terms of content. An instructional consultant can also be used to assess pedagogy and give advice on presentation techniques, discussion procedures, and ideas about active learning.

#### *2.4.4. Integrated Quality Control*

According to Feigenbaum cited by Ishikawa [16] integrated quality control can be defined as "an effective system to integrate quality development, quality maintenance and efforts to improve the quality of different groups within an organization to allow production and services are at the level most economical, enabling full customer satisfaction. The most important of the integrated quality control concept is that quality control is the responsibility of all, the leader, lecturer, staff, employee and all parts. Integrated quality control is a group activity and can not be done individually. So in the context of the continuous quality improvement of lecturers in universities, it is not only the responsibility of the university leaders alone but all parties involved.

To sustainably improve the quality of lecturers in universities, some basic things that can be done by lecturers to realize this desire can be described as follows: 1) Lecturers should always try to improve their knowledge by reading books, browsing the internet, writing journals, conducting research, and attending seminars. 2) Lecturers need to increase their knowledge by pursuing higher education. 3) Lecturers must follow the development of information technology so that they can use the internet to improve their knowledge and are expected to create a simple homepage to host teaching materials that can be accessed by all students. 4) Lecturers must always recognize their responsibility to help students become the best by mastering the content and methods and preparing learning materials as effectively as possible. 5) Lecturers need to achieve a functional level because it will constantly improve their knowledge through conducting research and writing journals.

#### *2.4.5. Lecturer as Educators and Teachers*

Lecturers must possess the qualifications required for the transmission of knowledge to students. Competent lecturers will facilitate the delivery of quality science and technology so that what is presented to students can be accepted and developed in accordance with the students' ability to study their chosen field of science. Associated with this qualification, a lecturer always has the minimal functional equivalence from the National Education Ministry, with the rank of Expert Assistant. The higher functional position shows the level of qualification of lecturers, either from the aspect of achievement or prestige. Besides that, lecturers should also have high discipline and a sense of responsibility for the education that they provide for students. How is it possible to improve the quality of education if lecturers give lessons only 3-4 meetings each semester? Therefore, lecturers must have a great responsibility towards their students, ensuring that they do not give lessons carelessly. Without efforts to improve quality, curriculum changes fundamentally in teaching and learning methods will be unbalanced and less effective. The improvement in the quality of lecturers should start from the recruitment system,

upgrading lecturers, system capabilities and performance assessment, as well as the system of career advancement. Of course, improving the quality of lecturers should be accompanied by an increase in their welfare.

The capabilities of lecturers include the ability in science that will be taught and techniques in teaching. This means that to increase the ability of the lecturer, improvements need to be made from two aspects: the enhancement of knowledge in the field and the ability or skill in teaching, using appropriate learning methods. Additionally, it can also be seen from the classification of education (S2/S3) and the academic hierarchy. Lecturer quality management can be achieved by improving education to a higher stratum in PTN as well as the best PTS, both domestically and abroad, gradually. The fundamental problem commonly faced by lecturers in continuing education to S2 or S3 is the costs of education and the relevance of disciplines of knowledge. Education management is always more concerned with improving the quality of lecturers by providing sufficient financial support in the budget revenue and university expenditure.

Besides, it can also be done by improving the activities of the seminar (local, regional, and national), symposiums, discussions, courses, and workshops, both at the faculty and university levels, as well as at leading universities in the country. Improving cooperative activities with agencies, businesses, and industries in relation to the relevance of the program and proportionality serves as an addition to insights, ways of thinking, and skills for lecturers. With the synergistic linkages between government, universities, and the business/industry, the discrepancy in the quality of college graduates is a shared responsibility that must be equally borne. The government provides guidance functions and settings, while businesses/industries absorb college graduates and prepare them with quality standards to fill roles in the world of IT.

#### 2.4.6. Closing

The existence of lecturers is a determining factor in achieving the quality goals of higher education. The role and efforts undertaken by a lecturer are indicators in achieving learning goals because, in addition to their teaching duties, lecturers are recognized as scientifically and environmentally sensitive academics and community members. On the other hand, to improve the quality of university teaching, lecturers are also required to prioritize competence in the field of research and dedication to the community as a form of perfection towards academic achievement levels, as this will further enhance the reputation of lecturers both on campus and in the community. A qualified lecturer should also be supported by scientific activities in teaching, for example, participation in national or international scientific seminars, conducting in-depth research, and writing books to address the needs of the development of science, technology, and social societies. Journals or scientific articles are considered qualified to support learning efforts. However, lecturers also have obligations that must not be neglected as part of their academic responsibility: organizing learning activities, implementing a quality assurance system for higher education, harmonizing curriculum content that is appropriate and correct for the students, taking full responsibility for the learning process to ensure it works effectively and efficiently, involving themselves in the development of the institution, and evaluating all forms of learning activities in order to achieve the learning objectives.

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