

The Lecturer Performance Development of the STKIP Bina Bangsa Getsempena Banda Aceh

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Abstract—The higher education institution, as an organization developing knowledge, aims to generate the knowledgeable, skilled, competent, and skilled society. The higher education ought to be able to provide educational services to the community properly. One effort is by improving the lecture performance to actualize the Higher Education Tridharma. This study proposes to determine: 1) the planning of lecturer performance development program in the STKIP Bina Bangsa Getsempena Banda Aceh, 2) the lecturer performance development strategy in the STKIP Bina Bangsa Getsempena Banda Aceh, and 3) monitoring and evaluation for the lecturer performance development in the STKIP Bina Bangsa Getsempena Banda Aceh. The approach employed in this study is a qualitative approach with descriptive methods. The data was collected through interviews, observation, and research documentations. The Subject of this study consisted of the dean and vice dean of academic affairs, the chairman of LP2M and lecturers. The results shows that: 1) the lecturer performance development planning namely: funding lecture to attain a higher degree program, sending lecturer to the short courses, refresher courses or workshops on coaching and scientific studies that are relevant with the lecturers, training and coaching programs to support the academic ability. 2) The implementation of lecturer performance development activities is adapted to the previous planning. The Implementation of lecturer performance development leads to the Higher Education Tridharma. 3) Control was carried out by assessing the lecturers' performance based on the Higher Education Tridharma, the assessments of administration by the leader, and other assessments.

Keywords— *lecturer's performance and development*

I. INTRODUCTION

In the recent world of globalization, people perceive education as a primary necessity and almost impossible to be regarded as an alternative. Along with this change, more and more educational institutions provide educational services for community and generate a numbers of graduates. Undeniably, the competencies of each institution graduates will not be the same. It could depend on the quality of institutions. This condition, today, is also occurred in the higher education institution sector. The vision and mission of Indonesian universities are focused on optimizing the quality improvement efforts of the nation, the development of science and technology, culture, and the identity of the nation.

According Murniati (2008:21)

"Education is one of important factors in achieving a high performance human resources (HP-HR) practice; it is believed that education would generate a positive contribution to the short-term, medium-term, and long-term development progress".

Accordingly, it is significant to set up any efforts addressed to a continuation of educational quality advancement, by "re-clarifying" the vision and mission of higher education institutions, that those institutions are public institutions which should provide educational services to the public, and generate the HP-HR whose possess skills and professional competencies to face the global challenge.

Higher institutions, as the higher education service providers, should perform as a reliable leader of the development progress and civilization of the nation. They play a significant role, as an infrastructure body, which will generate the future leaders of the nation. One important factor in the higher education process is the Human Resources (HR), in this case they are the lecturers, and other components such as facilities, infrastructures.

Human resources development in the universities should always be maintained to improve the lecturer's knowledge and skills, as they are "the man" of the educational process in the higher education institution. Without taking a part, all of educational development policies and programs of the nation will hardly be succeeded - as the educators, they hold the key role. Through the educators' capacity building of human resources, lecturers are expected to achieve a certain extend of qualifications and competence as professionals.

Lecturer has become an important element of the coaching, development, and decision making process, in order to execute the higher institutions' vision and mission as well as an assessment of its performance referred to the Tridharma of Higher Institution comprising of the following activities: 1) education, 2) research, and 3) community service. The Indonesian Ministry of education through Dikti (2007:2) stated that:

"Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research and community service. As professionals, lecturers are required to constantly build innovative and inventive efforts in their own field".

Referring to the statement, lecturers are expected to always develop innovations and inventions in their own works. It can be achieved through a series of research activities and community service. As a consequence of their professional status, lecturers in their field are supposed to be able to attain certain levels of competencies in their field of work. What "competence" means here is a set of knowledge, skills, and behavior which should be owned by, lived in, and controlled by the lecture to carry out its primary task as it demands in the Tridharma of higher institution. Nurudin (2006:1) argues that:

"the consequence of a professional status like "lecture" is that the professionals should be committed to the function of lecturer's professionalism as: (a) the agent of learning, (b) the bearers of science, technology, and art, and (c) the public servant".

Along with the dynamic demands of the times, higher institution is obliged to prepare development programs for their lecturers to maintain their professional practice and establish their competencies in the field where they are responsible for. Most of teaching and learning processes in the higher education field are based on research findings (*teaching-based research*). If this is the case, it would entirely be better if the research is being done by the lectures themselves.

The research findings conducted by the lecturers should be informed, explained, and discussed together, among the lecturers, students, or both of them, so it grows to be more interesting and actual issue. Research activities and community service are activities that cannot be separated with the process of education in the higher institution which demands the duties of lecturers cannot just be only teaching particular subject, but also conducting research and involved in community service.

Thus, research and community services conducted by the lecturers should be consistent with their own field. From these activities, then, it will positively contribute to the quality of each higher institution. Regarding this issue, Dikti (2006:1) clarified that:

"the quality of improvement in higher education can be pursued through a variety of ways, including increasing teacher competency, the content of curriculum, improving the quality of teaching, student learning process, and assessment, providing adequate teaching materials, and providing learning tools".

From all these ways, advancing the lecturer competency and the quality of learning, occupies very strategic position. Nurudin (2006:1) added that:

"a lecturer will not be separated from the 4 (four) basic competency, namely: (1) pedagogical competency, (2) personal competency, (3) professional competency, and (4) social competency".

Professional competency includes an ability to design, to implement, and to compile research reports; an ability to develop and disseminate innovations in science, technology and arts; and an ability to design, to implement and to evaluate community service.

To carry out the educational functions in the higher education institution, it would require many educators who

have high educational qualifications and competencies. According to Indonesian Law No.20 year 2003 on The National Education System, and No.14 year 2005 on Teacher and Lecturer; this law mandated that a lecture should have a minimum qualification as masters (S-2), despite the fact, there are still a lot of lectures who possess only bachelor degree (S-1). This is in line with a research conducted Arief (2008:1) which found that nationally, 48.5 percent of total state and private university lecturers are still undergraduate (S-1).

As a response to this problem, all lecturers which hold only bachelor degree (S-1) should attain a short of qualification improvement programs to improve their status (National Education System Law No.20 Year 2003). In addition to improve the quality, a higher education institution should also address their professional development programs to the Higher Education institution Tridharma.

To achieve a good quality of higher education status, the lecturer development sector cannot just be ignored by a university or other higher education institutions. Paying attention at the teacher development - particularly in the enhancement of technical, theoretical, conceptual, and moral capabilities, in order to create good performance and professional lecturers - Should be taken into consideration.

During these times, the lecturer professional development sector seems to be lacked of interest and discarded by many higher institutions, particularly in the private institutions. This situation is strongly related to the fund needed to implement all this development and improvement. In addition, the university leader commitment also remains an obstacle for this. Principally, the lecturer professional development initiatives are obligated under all of the university leaders. Each leader, then, should ideally always meet the professional development desires to improve their own staff performance and to actualize the purpose of Higher Education Tridharma that they lead through well-planned professional development programs.

The Teacher Training and Education Institute (STKIP) of Bina Bangsa Getsempena Banda Aceh, is one of the private higher institutions providing one or more courses at the undergraduate level. The courses namely: Indonesian, Literature, and Cultural Language Education Program, Physical Education, Health and Recreation Education Program, English Program, Mathematics Education Program, Elementary School Teachers Education Program, and Teacher for Early Childhood Education Program (PAUD) (STKIP BBG, 2008: 2).

To see how the lecturer performance improvement in implementing the Higher Education Tridharma of The Teacher Training and Education Institute (STKIP) Bina Bangsa Getsempena Banda Aceh, it requires in-depth study related to the lecturer performance improvement of STKIP Bina Bangsa Getsempena Banda Aceh.

II. METHODS

This research uses qualitative approach. The reason of choosing this approach is based on the consideration that the target information is the data that will give description and draw social reality that is related to this research context namely How implementation of The Teacher Training and

Education Institute (STKIP) Bina Bangsa Getsempena Banda Aceh. the lecturer performance improvement of STKIP Bina Bangsa Getsempena Banda Aceh.

To gather data in this research, the writer uses interview. Instruments used in this research are observation, interview and documentation. To make result of qualitative research trusted and not bias, then filtering data is done by various ways. The ways mentioned by Guba and Linkolin (Moleong, 2005:332) are as follows: "Including internal validity that is called credibility". Credibility is something to reach an agreement between researcher concept and respondent concept.

III. DISCUSSION

Based on the data of lecturer performance improvement in the STKIP Bina Bangsa Getsempena Banda Aceh, the findings will be discussed based on the perspective of 1) lecturer performance improvement plan, 2) lecturer performance improvement implementation and, 3) monitoring and evaluation of lecturer performance improvement at STKIP Bina Bangsa Getsempena Banda Aceh.

The Lecturer Performance Improvement Plan

Based on the findings, it shows that the lecturer performance improvement plan is noted in the annual program and the strategic planning of STKIP Bina Bangsa Getsempena Banda Aceh which had been developed earlier, the regular annual meeting in the form of an annual working meeting involving all leaders, unit leaders, lecturers, and students. The regular annual meeting aims to socialize the existing strategic plan, also intends to find out or attract various input from stakeholders, associated with the lecturer performance improvement plan of STKIP Bina Bangsa Getsempena Banda Aceh. Through discussions and meetings conducted routinely in the planning, The STKIP attempted to develop the "networking wires" among them, a good academic atmosphere, and to improve a strong teamwork in their organization. This is supported by Sukirman (2005:6) which stated that:

"efforts to build a good relations and a wide partnership can be done by building networks to help and improve the performance of professional fellows".

From this description, it reveals that the lecturer performance improvement plan in this educational body are; providing the learning tasks for lectures, sending lecturers to a particular short trainings (short courses), to an in-service training or workshops in coaching/scientific studies related to their field, and to a typical training of academic performance advancement such as language or IT training.

The desirable outcome of this effort is the good quality of human resources practice, as well as the lecturer of STKIP Bina Bangsa Getsempena Develops. With this lecturer performance improvement program, it is expected that the lecturer could have the spirit of Higher Education Tridharma, and possess good qualification and competency; such as pedagogical competency, personal competency, professional

competency; and social competency. This is consistent with the Indonesian Law on Teachers and Lecturers (2006):

"The four competencies that should be possessed by teachers and lecturers, namely: pedagogical competency, personal competency, professional competency, and social competency. These four competencies are what will be required and examined to have a certification for teacher and lecturer".

In the plan for sending lecturer to a study task the environment of STKIP Bina Bangsa Getsempena Banda Aceh, it is always drawn upon the needs of each department, because sending lecturer to a study task should also consider the stability of academic cycle of each lecture related to their teaching responsibilities, so the academic system would not be disturbed, and can avoid the problem of lacking amount of lecture in their institution. This is in accordance with Sule (2005: 98-99) which stated that:

"Good plan needs to be formulated and meet various requirements, namely: factual (realistic), logical and rational, flexible, and comprehensive commitment".

For that reason, plan should ideally include new things that are relevant to the recent development of educational progress, taking account existing strength and resources of the higher institution. The plan should be realistic and logical, be able to be implemented, be flexible to the development of science and technology, can generate the commitment of all personnel in the institution, fill the qualification requirements comprehensively, and accommodate the aspects which are directly or indirectly related to educational goals.

Based on the findings, the research also describes that other policies related to the lecturer performance improvement program are led the development of the research field and community service planning. This planning includes: 1) conducting research training and research methodology for lecturer, 2) offering research through internal and external funds for university lecturers, 3) scientific meetings, seminars, discussions on the lecturer research results, 4) planning community empowerment program in their own fields, 5) planning of lecturer involvement in the community; with the religious field, social activities, and other activities, and 6) designing the implementation of research findings to the society.

Generally, it is illustrated that the lecturer performance improvement plan should be addressed to the Higher Education Tridharma: education, research, and community service. Abbas (2009: 90), explained:

The Higher Education Institution is the provider of higher education, research, and community service. Higher education is activities directed to educating people. Research is analysis activities based on principles of finding the truth or solving problems in science, technology and art. Community service is activities employing knowledge in order to contribute for the betterment of society.

Thus, further research development planning, community services, and other programs, were implemented

based on the values of openness, quality, accountability, and sustainability. In other words, the research institutions and community service are offered openly to all lecturers around the environment of STKIP Bina Bangsa Getsempena Banda Aceh competitively. This plan was drafted carefully, as the performance of lecturer performance development efforts, so it considered the requirements of STKIP Bina Bangsa Getsempena comprehensively, referred to the well-planned procedure. This is in line with Hasibuan's opinion (2006: 69):

"the personnel development program should be drafted carefully and based on scientific methods and skills required by current organizations or institutions, for this time or the foreseeable future".

Lecturer Performance Development Strategy

Regarding the implementation of lecturer performance improvement, the data illustrates that one way to improve the lecturer performance at the STKIP Bina Bangsa Getsempena Banda Aceh is by giving opportunities for their lecturers to study higher. Currently, the STKIP Bina Bangsa Getsempena Banda Aceh has sent many lecturers to study; 11 lecturers took masters degree program (S2), and 3 people took Postdoctoral degree program (S3). Seven of them are now preparing thesis, while 2 of them are completing their dissertation.

The implementation of this development program is actually in accordance with current regulations which mandated that the lecturer should possess a masters degree certificate. It has also been confirmed by the Law No. 14 year 2005 on Teachers and Lecturers stated that:

"Teachers and Lecturers are required to have academic qualifications, educator competency certificate, physically and mentally healthy, and have an ability to actualize the goal of National Education".

There are many of requirements which should be possess by a lecturer, in his position as an educational component which stands on "the tip of spear" of higher education; both in term of mastering knowledge, or their competency of transferring subjects and knowledge effectively and efficiency. A lecturer should possess the pedagogical and methodical knowledge, ability to conduct research and other scientific developments. Viewing those parts in the STKIP Bina Bangsa Getsempena Banda Aceh, it is necessary to carry out any activities sustaining the development through courses, training, seminars, and workshops; these factors would improve the performance of lecturers. The continuum of lecturer performance development of lecturers is indeed a significant prerequisite for the process of equation and enforcement quality of national education which always change dynamically.

Based on the documentation found, the STKIP had been several times sent their lecturers to attend some short courses. There were 2 lecturers who participate in in-depth teaching practice training in the Indonesian University of Education (UPI), Bandung and State University of Malang, Malang. Performance development through training and upgrading academic staff in the STKIP Bina Bangsa

Getsempena was implemented continuously. Training for lecturers, is not just important for skill improvement in their own areas, but also as a necessity, of acquiring productively capacity development.

With the training program and other scientific activities, lecturers as educators could fulfill all demands where they are responsible for. According to Uwes (2007:23):

"Lecturers are required to present themselves with all skills that meets the scientific nature, like arousing curiosity, the spirit of freedom and independence, courage to speak and self-control, systematic thinking, factual thinking, analytic and creative thinking, so that the learning goal in the higher education institution can be considerably achieved".

According to the data above, there is a tendency that the STKIP's lectures have not been conducted research effectively - even though there are annual training on basic and advanced research activities with high enthusiasm - in fact, there is less numbers of lectures who conduct research. To support the realization of the Higher Education Tridharma, then, particularly in the research field, it is necessary for lecturers - who experience in research in its own field - to help and guide other inexperienced lecturers. Other than that, training on research methodology should also be continued in order to develop proposals effectively as well as carrying out research which relevant with the rules of research and science field itself.

Related to research competency, along with the increased lecturer performance, the higher education institutions formulate and implement development programs which are always referred to the Act No.20 of 2003 on National Education System. The Article 20 of the law stated that the higher education institution is obliged to conduct research and community service, besides it own duty on education. According Prayoto (2007: 2):

"the higher education institutions are actually has an ability to conduct research and development in the field of science and technology, because this body is commonly supported science and technology instruments, availability of high-quality human resources which live and concern on their particular areas of knowledge that become their expertise".

Nevertheless, the main higher institutions' mission is still to provide education services. Other missions like conducting research and community service could be somewhat constrained, but the constraints must be faced in implementing this educational function.

Based on the further information from research institutes and community services chairman of STKIP Bina Bangsa Getsempena Banda Aceh, the proposals submitted were selected by a highly selective team. Afterward, it is adjusted with criteria that have been settled. From the documentation, it found that there are STKIP's lecturers who conduct research in 2010; as many as 18 people, and in 2011 by 22 lecturers; each of this research is funded by the foundation. In more detail, in the years 2010-2011, there are

13 lectures from Mathematics Education Study Program, 5 lectures from English Education Study Program, 12 lectures from Indonesian, literature, cultural language Study Program, and 10 lectures from Physical, Health, and Recreational Education Study Program.

Lecturers in the fields of science are responsible for conducting research, collecting and measuring data, creating the research design, formulating the problem, sampling, processing the data with statistical technique, preparing research report to be widely published; both independent research or in a group. Therefore, the lecturer as a part of higher education institutions should equip themselves with various skills that can address the challenges of the times. Semiawan (2008:12) added that

"generally, the current task of higher education institution is weightier, because of new paradigms such as accountability, the quality of education, autonomy and self-evaluation of the higher education institution required by the future."

Other documentations showed that the community service activities undertaken by most of STKIP's lecturers are based on their previous research. The rest of them carry out community service activities as non-formal activities with a quite broad scope. The real life application of research results to the society is a very important contribution that can be done by the lecturer to build and accelerate the transformation of knowledge, in the middle of society. Dikti (2007:2) stated that:

"The research results are not only for the researchers, but they should be utilized by users for the interests of scientists and society, through various forms of dissemination, including community service activities by the higher education institution. Therefore, community service activities are not merely devotions without a clear scientific basis, but it is a medium for application of research results and for education of beneficiaries".

In this context, community service is a conscious effort to prevent the academic community being isolated from its neighborhood. This idea should be aligned with the Higher Education objectives; to develop and disseminate knowledge of science, technology and art, and to strive for finding its use to improve people's lives and enrich the national culture.

Based on this research, the community services activities undertaken by the STKIP's lecturers are by providing education to the community (non-formal education) have not reached the productive extent. This is due to the lack of particular community service programs for the lecturers, and less meaningful coaching roles of senior lecturer in guiding their juniors to implement the community service. Whereas the purpose of community service activities are enhancing the fulfillment of various needs of the people, solving various problems faced by society in order to improve their ability to solve their own life problems.

Monitoring and Evaluation for the Lecturer Performance Development

Monitoring is an activity of observation and measurement to see an implementation of activities' outcome, whether they are in conformity with the previous plan or not. The monitoring function should not be done only at the end of the activity, but rather periodically within a shorter time, so that any necessary anticipation would not anticipate lately.

Based on the findings, monitoring and evaluation function for the lecturer performance development program at the STKIP Bina Bangsa Getsempena Banda Aceh was conducted at any time and continuously; starting from the planning preparation process, ongoing activities, and after the activity ends, by asking for progress reports and final reports of each activity. Monitoring is any efforts or activities for determining and assessing the actual implementation of tasks or activities given, whether they are working with properly or not.

To create a good quality of higher education institution, it requires an effective and efficient management of the university. Due to Abbas (2009:97):

"Higher education Institution as a nonprofit organization or institution requires an application of management. In undertaking the activities, the institution executes the general functions of management in their in their organization comprising of planning, organizing, mobilizing, and monitoring."

Due to this description, evaluations conducted by the STKIP's leader through requesting a report of any development activities focusing on several questions such as to what extent the program has been running, what are the obstacles, and what are the things that need to be maintained. Evaluation Means here is an identification activities in order to see whether a program planned, has been achieved or not, precious or not, and it can also determine the efficiency level of implementation. Evaluation is associated with the decision of value. Arikunto (2008:1) states

"The evaluation is an activity to gather information of something which is operational; and those information are used to determine an appropriate alternative to take further decisions".

Monitoring and evaluation made to see to what extent the programs and activities which have been implementing and how fit between planning and implementation are, and have the program objectives been completed, how to find solutions to solve the problems. Therefore, the control function in the lecturer performance development is not only used to see whether the activities have been carried out in accordance with the previous plan, but this is comprising other components related to the lecturer professional development and material requirements supporting teaching and learning process in the higher education institution.

IV. CONCLUSION

1. The lecturer performance development planning of the STKIP Bina Bangsa Getsempena Banda Aceh is arranged by inputs of all stakeholders; from the elements of STKIP leaders, the chief of units, the heads of departments, and lecturers. The lecturer performance development of planning developed namely: funding lecture to attain a higher degree program, sending lecturer to the short courses, refresher courses or workshops on coaching and scientific studies that are relevant with the lecturers, training and coaching programs to support the academic ability.
2. The Implementation of lecturer performance development activities is adapted to the previous planning. The Implementation of lecturer performance development leads to the the Higher Education Tridharma:
 - a. The Implementation of lecturer performance development in education comprises of funding lecture to attain a higher degree program, namely 11 lecturers took masters degree program (S2), and 3 people took Postdoctoral degree program (S3), sending lecturer to the short courses, refresher courses, or workshops and seminar.
 - b. The Implementation of lecturer performance development in research field has not been maximized. There are only few lecturers STKIP Bina Bangsa Getsempena involved in research. There are only 18 lecturers who conduct research in 2010, and in 2011 only 22 lectures whose by the foundation.
 - c. The Implementation of lecturer performance development in the field of community service undertaken by the STKIP Bina Bangsa Getsempena is mostly carried out based on the results of research done, and the rest perform it as a non-formal activity. In fact, the services activities for community by providing non-formal education has also not maximized. This is due to the lack of particular service programs for lecturers, and and less meaningful coaching roles of senior lecturers in guiding their juniors to implement the community service
3. Monitoring and evaluation of the lecturer performance development acted by the leader of STKIP Bina Bangsa Getsempena Banda Aceh are the inherent control function. Monitoring is carried out by assessing the lecturers' performance based on the Higher Education Tridharma, the assessments of administration by the leader, and other assessments. Besides, the STKIP Bina Bangsa Getsempena institution also has imposed regulations, including the rule of attendance, the rule of face-to-face lecture attendances, and other rules.

Controlling is also an effort in finding solutions of problems to develop the professional lecturer at STKIP Bina Bangsa Getsempena Banda Aceh in order to maintain the Higher Education Tridharma.

RECOMMENDATION

1. To the head of the foundation; this finding is expected to be used as a source of analysis before imposing any policies to support, either directly or indirectly, the lecture performance development activities at its higher education institutions.
2. To the leaders of STKIP Bina Bangsa Getsempena Banda Aceh; this finding could contribute an optimal coaching as an effort to improve the lecturers' performance as a part of academic community through any scientific activities and advanced study initiatives.
3. To the lecturers whose having duty and responsibility of implementing the Higher Education Tridharma; this finding recommend to more concern with the improvement of knowledge, insight and skills. It is then expected the lecture can play an active role in the development of science in accordance with each disciplines, as well as conducting research and community service actively.

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