# Empowerment-Based Lecturer Professional Development at State Islamic Religious Universities

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**Abstract:**

This study aims to find, analyze, and describe internal and external factors that contribute to the professional development of lecturers; alternative strategies and priorities for empowerment-based lecturer professional development strategies at State Islamic Religious Universities. This research is field research using the descriptive analytical method. Data was obtained from observations, literature studies, key informants, and experts. The results of this study indicate that; First, the ability of IAIN Palopo's internal factors is powerful and able to overcome its weaknesses in the professional development of lecturers. In addition, IAIN Palopo has a reasonably high opportunity and is very responsive in overcoming challenges in the professional development of lecturers. Second, several alternative strategies were formulated, leading to the implementation of an integration strategy through market penetration and product development (research, community service, and article writing) through collaboration with universities and other institutions both domestically and abroad, by empowering scientific consortiums lecturers and international center.

**Keywords:** *Lecturer Profession, Empowerment, SWOT, Internal and External Analysis*

**Abstrak:**

Penelitian ini bertujuan untuk menemukan, menganalisis, dan mendeskripsikan faktor internal dan eksternal yang berkontribusi dalam pengembangan profesi dosen; alteratif strategi dan prioritas strategi pengembangan profesi dosen berbasis pemberdayaan di Perguruan Tinggi Keagamaan Islam Negeri. Penelitian ini merupakan penelitian lapangan dengan menggunakan metode deskriptif analitik. Data diperoleh dari observasi, studi pustaka, informan kunci, dan pakar. Hasil penelitian ini menunjukkan bahwa; Pertama, kemampuan faktor internal IAIN Palopo sangat kuat dan mampu mengatasi kelemahannya dalam pengembangan profesi dosen. Selain itu, IAIN Palopo memiliki peluang yang cukup tinggi dan sangat responsif dalam mengatasi tantangan dalam pengembangan profesi dosen. Kedua, Beberapa strategi alternatif dirumuskan yang bermuara pada penerapan integration strategy melalui penetrasi pasar dan pengembangan produk (penelitian, pengabdian kepada masyarakat, dan penulisan artikel) melalui kerjasama dengan perguruan tinggi dan lembaga lain baik dalam negeri maupun luar negeri, dengan memberdayakan konsorsium keilmuan dosen dan international center.

**Kata Kunci:** *Profesi Dosen, Pemberdayaan, SWOT, Analisis Internal dan Eksternal*

## INTRODUCTION

The industrial revolution has brought changes in the industrial world and all aspects of life, including education (Tien & Minh, 2019; Darmaji et al., 2019). The era of the Industrial Revolution 4.0 confirmed its position in shaping the future of education, gender, and work (Pereira et al., 2020; Turmudi, 2020). This era challenges thinkers and administrators of educational institutions to think and act out of the box (Khairani et al., 2020; Fathurrochman et al., 2021; Amsyar et al., 2021). In the current digital era, lecturers need a higher order of thinking, complex and cross-disciplinary thinking (Harahap & Rafika, 2020). Lecturers play an essential role in the development and progress of higher education. The quality, ethos, and dedication of lecturers are vital in transferring knowledge, organizing mindsets, and disseminating the values of science and life (Cruthaka, 2019; Jalaluddin et al., 2021). This encourages the need for a lecturer development strategy that considers the human condition and digital technology that has an impact on all aspects of life (Sharko et al., 2015). In addition, information technology and the rise of social media add to the context that lecturers' professional development increasingly requires creativity and innovation in supporting the functions of education, research, and community service (Kristanto et al., 2021). Moreover, this era prioritizes adaptability, creative thinking, and independent learning (Tri et al., 2021). On this side, empowerment-based lecturer professional development is a necessity (Purnomo, 2021).

Empowerment has attracted much attention in efforts to reform and improve the quality of education (Osmanoglu & Üzüm, 2018). This is possible not only because empowered people take more control over their lives but also by empowering them to gain control over their destiny (Samsu et al., 2021). Empowering means giving educators an essential role in making professional decisions in learning (Wall & Rinehart, 1998). Empowerment can also mean increasing status, knowledge, and decision-making access (Lin, 2018). Even Sweetland & Hoy's (2020) research, upports the importance of empowering educators in school effectiveness and the assumption that empowering educators is most effective when oriented towards increasing professionalism and having the most significant impact on student achievement.

There are several reasons why the professional development of lecturers at the Palopo State Islamic Institute is essential and exciting to study. First, various efforts have been made by the institution in improving the professionalism of lecturers, but the expected results have not been maximized, especially the writing of articles that can penetrate Scopus indexed journals. Everyone in the organization must develop their professional abilities to have better opportunities to contribute to achieving organizational goals (Shateri & Hayat, 2020).

The selection of the Palopo State Islamic Institute as the location for this research is based on the fact that the Palopo State Islamic Institute, with its advantages and disadvantages, has attempted to develop the teaching profession to improve the quality and accreditation of study programs,

faculties, and institutions. However, in planning and implementation, there are still weaknesses and challenges. In addition, several facts are why this institution was chosen as the location of this research: 1) The Palopo State Islamic Institute has undergone several institutional transformations, and recent efforts have been made to change from the Palopo State Islamic Institute to Palopo State University. ; 2) Several professional development programs for lecturers are encouraged: a) Workshops/technical guidance/training related to curriculum design, learning design, media development, and learning methods are programmed annually; b) Cooperation with the Kertagama/IA Scholar Institute for training in writing scientific papers/articles for reputable journals have also been carried out since 2017 until now; c) Lecturer research funding assistance is also quite large. However, there are still a few lecturers' articles that have penetrated Scopus indexed journals. There are still lecturers who do not pass their research proposals every year. This creates negative assumptions about the impact of the implementation of these programs.

To ensure and improve quality at the Palopo State Islamic Institute, staff's opportunity and accessibility in their professional development are very important (Santos & Miguel, 2020). Second, higher education challenges are very high (Ellitan, 2020; Rymarczyk, 2020). With a diverse student population, both in terms of socio-cultural backgrounds as well as academic abilities and mastery of information technology in the digital era, the professional development of lecturers is a critical need to improve quality learning (Tumwesigye et al., 2020; Pusvitasari, 2021; Silviani et al., 2021). Moreover, various institutions hold various professional development training for lecturers that deserve to be looked at and utilized. Departing from this, the focus of this research is how to develop the empowerment-based lecturer profession at the Palopo State Islamic Institute?

**RESEARCH METHODS**

This type of field research with a descriptive qualitative analytical design format to reveal the meaning behind the phenomenon of social reality about how strategies and programs for developing lecturers' professions are based on empowerment at IAIN Palopo. This research focuses on solving problems in the actual present then the data collected is first compiled, explained, and then analyzed.

The data used in this study are primary data and secondary data. Primary data in the form of internal and external environmental factors as well as lecturer professional development strategies were obtained directly from critical informants who played a role in empowerment-based lecturer professional development at the Palopo State Islamic Institute, namely the Chancellor, Vice-Chancellors, Deans, Deputy Deans, Head of Study Programs, Senior Lecturers, Management Experts, Education Experts, and Students of the Islamic Education Management Study Program Faculty of Tarbiyah and Teacher Training IAIN Palopo. Secondary data in the form of Strategic Planning documents, Profile of the Palopo State Islamic Institute, and other relevant

documents were obtained by downloading the Palopo State Islamic Institute website.

Data was collected by identifying the factors that contribute to the development of the empowerment-based lecturer profession at the Palopo State Islamic Institute by using the identification format of internal and external environmental factors that contribute to the development of the empowerment-based lecturer profession at the Palopo State Islamic Institute. The researcher also collected data through interviews, observations, and documentation studies to complete the data. Interviews were conducted to obtain descriptive information related to internal and external environmental factors that contribute to developing the empowerment-based lecturer profession at the Palopo State Islamic Institute. Secondary data in the form of Strategic Planning documents, Profile of the Palopo State Islamic Institute, and other relevant documents were obtained by downloading the Palopo State Islamic Institute website. Interviews were also conducted in an open way, where the informant knew the researcher's presence and officially according to the agreed schedule to conduct interviews at the research location. The recording was done using a hidden tape recorder or writing notes immediately after the undercover interview was completed.

The collected data is processed and analyzed qualitatively to map the internal and external environmental factors that contribute to the development of the empowerment-based lecturer profession to map the institution's position through the IE, IFE, and EFE matrices. Formulating a lecturer's professional development strategy is carried out through 3 stages of analysis: the input or input stage, the synchronization stage, and the decision stage. At this stage, a descriptive analysis of the internal and external environmental factors of the Palopo State Islamic Institute as the primary input for the analysis of the Internal Factor Evaluation (IFE) and External Factor Evaluation (EFE) matrix was carried out.

**RESULTS AND DISCUSSION**

In this section, the researcher begins the description by presenting the Palopo State Islamic Institute profile as the research locus to provide an overview of the research location. Furthermore, the researchers presented data and discussions about internal factors in the form of strengths and weaknesses and external factors in the form of opportunities and threats in the empowerment-based lecturer professional development. The following section presents data on alternative strategies formulated in empowerment-based lecturer professional development.

The internal and external environmental factors contributing to the development of the empowerment-based lecturer profession at the Palopo State Islamic Institute are mapped in the SWOT Matrix, as shown in Table 1. The SWOT analysis results are used as a benchmark in formulating an empowerment-based lecturer professional development strategy at State Islamic Religious Colleges.

**Table 1: Internal and External Factors (SWOT)**

| STRENGTHS | WEAKNESSES |
|---|---|
| 1. The leadership's high commitment to the professional development of lecturers. | 1. The motivation of some lecturers in designing research and writing articles in national/international reputable journals is still low. |
| 2. The existence of a scientific consortium of lecturers. | 2. The lecturers' motivation to write articles in Scopus Indexed Journals is still low. |
| 3. The existence of an International Center Service Unit. | 3. Foreign language mastery of some lecturers is still low. |
| 4. The existence of Sinta and Copernicus indexed journals managed by the Institute and study program | 4. The motivation of lecturers in conducting research, community service, and writing articles on the results of collaborative research at the national or international level is still low. |
| 5. Adequate lecturer qualifications. | 5. Commitment to budget support / incentives for writing articles in national/ international reputable journals is still low |
| 6. Leadership policies oriented towards increasing the accreditation of study programs and institutes. | |

| OPPORTUNITIES | THREATS |
|---|---|
| 1. Availability of research grants and community service from the government and donor agencies. | 1. The demand for quality research and community service standards that respond to actual issues and advances in information technology is increasing. |
| 2. Institutions provide training and technical guidance on learning design, research design, and article writing for reputable journals. | 2. Demands for HR qualifications (competence, certification of expertise, education) are increasing. |
| 3. The existence of the International Conference Organizing Institution as a means of disseminating the research results of lecturers and students. | 3. Applicability of Accreditation 4.0 for universities. |
| 4. The rapid development of accredited national journals and reputable international journals. | 4. The demand for higher education quality standards is increasing. |
| 5. Availability of further study scholarships for lecturers from within and outside the country. | 5. International cooperation networks with professional associations are still low |
| 6. There is a policy for writing articles based on collaborative research for lecturers and students. | |

To determine the internal factors that are strengths and weaknesses in the professional development of lecturers at IAIN Palopo, an analysis is carried out with various inputs from sources and documentation. Strength and weakness factors were selected based on the suitability of the factors obtained through interviews and documentation studies with actual reality. Determination of internal factors is carried out to map the strengths and weaknesses that contribute to the empowerment-based professional development of IAIN Palopo lecturers.

**Internal Factor Evaluation (IFE)**

Evaluation of internal factors (Internal Factor Evaluation) was carried out to map the position of IAIN Palopo in the development of the empowerment-based lecturer profession by calculating the weighted average of each internal key factor. The internal factor evaluation matrix adds the strength and weakness factors using the paired comparison weighting method. Then the Internal Factor Evaluation (IFE) matrix is used to see the internal state of IAIN Palopo. The results of the IFE analysis can be seen in Table 2.

Based on the results of the Internal Factor Evaluation (IFE) analysis as shown in Table 2, the main strength of IAIN Palopo in developing the empowerment-based lecturer profession is the high commitment of the leadership to the development of the lecturer profession with a weight of 0.166, a rating of 4, and a score of 0.666. The main weakness is that the motivation of lecturers to write articles in Scopus indexed journals is still low, with a weight of 0.055, a rating of 1, and a score of 0.055. The total weighted score of 2.772 (> 2.5) indicates that IAIN Palopo's internal factors' ability to develop the empowerment-based lecturer profession is powerful. This shows that the strengths of IAIN Palopo can overcome their weaknesses in developing the empowerment-based lecturer profession.

**Table 2: Internal Factor Evaluation (IFE)**

| No | Internal factors | Weight | Rating | Score |
|---|---|---|---|---|
| | **Strength** | | | |
| 1 | The high leadership commitment to the professional development of lecturers (3) | **0,166** | **4** | **0,666** |
| 2 | The existence of a Scientific Consortium of Lecturers (1) | 0,055 | 3 | 0,166 |
| 3 | The existence of an International Center Service Unit (1) | 0,055 | 3 | 0,166 |
| 4 | The existence of indexed journals of Sinta and Copernicus managed by the Institute and study programs (2) | 0,111 | 3 | 0,333 |
| 5 | Adequate lecturer qualifications (2) | 0,111 | 3 | 0,333 |
| 6 | Leadership policies that are oriented towards increasing accreditation of study programs and institutes (2) | 0,111 | 4 | 0,444 |
| | Total | **0,609** | | **2,108** |
| | **Weakness** | | | |
| 8 | The motivation of some lecturers in designing research and writing articles in national/international reputable journals is still low (2) | 0,111 | 2 | 0,222 |
| 9 | The motivation of lecturers in writing articles in Scopus Indexed Journals is still low (1) | **0,055** | **1** | **0,055** |
| 10 | Mastery of foreign languages of some lecturers is still low (1) | 0,055 | 2 | 0,110 |
| 11 | The motivation of lecturers in conducting research, community service, and writing articles on the results of collaborative research at the national or international level is still low (2) | 0,111 | 2 | 0,222 |

| 12 | Budgeting commitment of supporting funds/incentives for writing articles in national/international reputable journals is still low (1) | 0,055 | 1 | 0,055 |
|---|---|---|---|---|
| | Total | **0,387** | | **0,664** |
| | **Total Internal Score** | | | **2,772** |

Furthermore, to determine the external factors that become opportunities and challenges in developing the empowerment-based lecturer profession, an analysis is carried out by accommodating various input from sources and documentation studies. Opportunity and challenge factors are selected based on the suitability of factors obtained through interviews and documentation studies with actual reality. Determination of external factors is carried out to map the opportunity and challenge factors that contribute to the empowerment-based professional development of IAIN Palopo lecturers.

**External Factor Evaluation (EFE)**

External factor evaluation (External Factor Evaluation) was conducted to map the position of IAIN Palopo in empowerment-based lecturer professional development by calculating the weighted average of each external key factor. The evaluation matrix of external factors, namely the opportunity and challenge factors, is added using the paired comparison weighting method. Then the External Factor Evaluation (EFE) matrix was used to see the external condition of IAIN Palopo. The results of the EFE analysis can be seen in Table 3.

Based on the results of the external factor evaluation (EFE) analysis as shown in Table 3, the foremost opportunity for IAIN Palopo in developing the empowerment-based lecturer profession is the availability of research grants and community service from the government and donor agencies with a weight of 0.136, rating 4, and a score of 0.544. The main challenge is that the international cooperation network with professional associations is still low, with a weight of 0.045, a rating of 1, and a score of 0.045. The total weighted score of 2,682 (> 2.5) indicates that IAIN Palopo has a high enough opportunity to overcome empowerment-based lecturer professional development challenges. This shows that IAIN Palopo is very responsive in overcoming challenges in developing the empowerment-based lecturer profession.

Table 3: External Factor Evaluation (EFE)

| No | External factors | Weight | Rating | Score |
|---|---|---|---|---|
| | **Opportunity** | | | |
| 1 | Availability of research grants and community service from the government and donor agencies 3/22 | **0,136** | **4** | **0,544** |
| 2 | The existence of institutions providing training and technical guidance for learning design, research design, and writing articles for reputable journals 2 | 0,091 | 4 | 0,364 |
| 3 | The existence of the International Conference Organizing Institution as a means of disseminating the research results of lecturers and students | 0,091 | 3 | 0,273 |

| | | | | |
|---|---|---|---|---|
| 4 | The rapid development of accredited national journals and reputable international journals | 0,091 | 3 | 0,273 |
| 5 | Availability of further study scholarships for lecturers from within and outside the country | 0,091 | 3 | 0,273 |
| 6 | There is a policy for writing articles based on collaborative research for lecturers and students. | 0,091 | 3 | 0,273 |
| | **Total** | **0,591** | | **2,000** |
| | **Challenge** | | | |
| 7 | The demand for quality standards of research and community service that responds to actual issues and advances in information technology is increasing 2 | 0,091 | 1 | 0,091 |
| 8 | The demand for HR qualifications (competence, expertise certification, education) is increasing 2 | 0,091 | 2 | 0,182 |
| 9 | Applicability of Accreditation 4.0 for universities 2 | 0,091 | 2 | 0,182 |
| 10 | The demand for higher education quality standards is increasing 2 | 0,091 | 2 | 0,182 |
| 11 | International cooperation networks with professional associations are still low 1 | **0,045** | **1** | **0,045** |
| | **Total** | **0,409** | | **0,682** |
| | **Total External Score** | | | **2,682** |

## Analysis of the Position of IAIN Palopo in Lecturer Professional Development

The position of the Palopo State Islamic Institute in the professional development of lecturers can be known through the mapping of internal and external environmental factors. Mapping of internal environmental factors is carried out through internal factor evaluation analysis using the IFE (Internal Factor Evaluation) matrix as shown in Table 2. While the mapping of external environmental factors is carried out through external factor evaluation analysis using the EFE (External Factor Evaluation) matrix as shown in Table 3.

Analysis of the evaluation of internal factors (IFE Matrix) and evaluation of external factors (EFE Matrix) was carried out by assigning weights and ratings to each factor (internal and external) to obtain a weighted average score. To show the position of internal factor capabilities and the response of IAIN Palopo in utilizing external factors in the professional development of lecturers at the Palopo State Islamic Institute, the data from the analysis are combined in Table 4 Internal and External (Internal and External Matrix). This step was taken to see the location of the scores in the quadrants in the internal and external matrices that could indicate the position of IAIN Palopo in the professional development of lecturers.

Based on the analysis results using the IFE and EFE Matrix, each obtained a total internal score = 2.811 on the IFE Matrix and a total external score = 2.682 on the EFE Matrix. To determine the position of IAIN Palopo in the professional development of lecturers, the total internal and external scores are then entered into the Internal External Matrix. The results of the analysis in Table 4 place the position of the Palopo State Islamic Institute in quadrant V. The professional development of lecturers is in a Hold and Maintain condition.

The strategy that can be taken to optimize the development of the teaching profession at the Palopo State Islamic Institute is to implement an integration strategy through market penetration and product development. The Palopo State Islamic Institute can carry out market penetration by being more proactive in collaborating with universities and other institutions both domestically and abroad to carry out empowerment-based lecturer professional development programs. Product development (research, community service, and article writing) can empower the Lecturer Scientific Consortium and International Center.

**Table 4: Internal and External (IE) Matrix**
**(Position of IAIN Palopo in Lecturer Professional Development)**

| | | Total Weighted IFE Score | | |
| --- | --- | --- | --- | --- |
| | | Strong 3.0 – 4.0 | Average 2.0 – 2.99 | Weak 1.0 – 1.99 |
| Total Weighted EFE Value | Height 3.0– 4.0 | I | II | III |
| | Medium 2.0 – 2.99 | IV | V | VI |
| | Low 1.0 – 1.99 | VII | VIII | IX |

**IAIN Palopo Lecturer Professional Development Strategy Based on Empowerment**

Determination of alternative strategies in empowerment-based lecturer professional development is carried out through a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) as shown in Table 5. Input from respondents (experts, lecturers, and students) becomes a consideration in determining alternative strategies for developing lecturers' professions based on empowerment.

**Table 5: Determination of Alternative Strategies through SWOT Analysis**

| | STRENGTHS S1, S2, S3, S4, S5, S6 | WEAKNESSES W1, W2, W3, W4, W5 |
| --- | --- | --- |
| OPPORTUNITIES O1, O2, O3, O4, O5, O6 | STRATEGI S-O Improving the quality of research, community service, and research articles. | STRATEGI W-O Increase cooperation with training providers. |
| THREATS T1, T2, T3, T4, T5 | STRATEGI S-T Empowerment of the Scientific Consortium of Lecturers of IAIN Palopo. | STRATEGI W-T Empowerment of the International Center of IAIN Palopo. |

In addition, the results of the analysis in Table 4, which places the position of the Palopo State Islamic Institute in quadrant V (hold and maintain) with an integration strategy through market penetration and product development, are also taken into consideration. Based on the results of the analysis in Table 5, alternative strategies that can be carried out are 1) Improving the quality of research, community service, and research articles; 2) Increasing cooperation with training providers; 3) Empowerment of the

Scientific Consortium of Lecturers of IAIN Palopo; and 4) Empowerment of the International Center of IAIN Palopo.

### Improving the Quality of Research, Community Service, and Research Results

Based on the results of the Internal Factor Evaluation (IFE) analysis as shown in Table 2, the main strength of IAIN Palopo in developing the empowerment-based lecturer profession is the high commitment of the leadership to the development of the lecturer profession with a weight of 0.166, a rating of 4, and a score of 0.666. This commitment needs to be welcomed by lecturers by designing various lecturer professional development programs in the Lecturer Scientific Consortium. The educational qualifications of lecturers can also be a driving force in various lecturer professional development programs. Several Sinta and Copernicus indexed journals managed by institutes and study programs can accommodate and publish articles from lecturers' research results.

In addition, several opportunities (O1, O2, O3, O4, O5, and O6) can be utilized by IAIN Palopo lecturers in the professional development of lecturers. The foremost opportunity that lecturers can utilize in improving the quality of research, community service, and research articles is the availability of research grants and community service from within and outside the country. Lecturers can also use institutions providing training and technical guidance to improve the quality of research, community service, and research articles. Lecturers can also disseminate the results of their research to international conferences and reputable national/international journals that are proliferating. The policy of writing articles based on collaborative research for lecturers and students can be an opportunity to improve the quality of research, community service, and research articles. In addition to guiding students, lecturers are also required to improve further their competence in research, community service, and writing research articles.

This strategy can be implemented by developing programs to improve the quality of research, community service, and articles on empowerment-based research results. LP2M IAIN Palopo as the leading sector in designing programs and scheduling (proposals, research, research reports) to be guided by lecturers in arranging activities in the Lecturer Scientific Consortium. The International Center can be a facilitator in building international networks to improve the quality of research, community service, and research articles through research, community service, and collaborative article writing.

### Increasing Cooperation with Training Organizing Institutions

Based on the results of the Internal Factor Evaluation (IFE) analysis as shown in Table 2, the main weakness of IAIN Palopo in the professional development of lecturers is that the motivation of some lecturers to write articles in reputable international journals is still low with a weight of 0.055, a rating of 1, and a score of 0.055. IAIN Palopo needs to increase cooperation with training providers to overcome this weakness. The collaboration with the Kertagama Foundation, a reputable article writing training institution, started in 2016, but this collaboration still needs to be improved with programs that can

increase lecturers' motivation to conduct research and write articles in reputable journals. In addition, the commitment to budgeting supporting funds/incentives for writing articles in reputable national/international journals needs to be supported by campus leadership policies to increase lecturers' motivation in conducting research that can be disseminated into reputable national/international journals.

Several opportunities can be exploited to increase collaboration with training providers. Research policies and collaborative research-based article writing for lecturers and students can be used as the basis for designing training programs whose end products are collaborative research and collaborative research-based articles for lecturers and students. In addition, the research grant budget needs to be designed so that it can be utilized in the program of training activities held. With adequate financial support, the training/coaching program starts from designing research proposals, writing research reports, and disseminating research results in reputable national/international journals.

### Empowerment of the Scientific Consortium of Lecturers of IAIN Palopo

The existence of a scientific consortium of IAIN Palopo lecturers is one of the strengths that can be used to develop the lecturer profession. The existence of this consortium has not been fully utilized by the lecturers, both in designing research proposals, writing research reports and writing and disseminating the research results of the lecturers. Empowerment efforts are needed so that this consortium can be used to design semester lecture plans and syllabus and increase the quantity and quality of research and writing articles in reputable journals. Several programs can be carried out, including 1) mentoring novice lecturers/students in designing research proposals; 2) assistance for novice lecturers/students in writing research reports; and 3) mentoring novice lecturers/students in writing articles of national/international reputation; 4) collaborative research and article writing; and others.

### International Center Empowerment IAIN Palopo

The International Center is tasked with facilitating the academic community in building relationships with the world's academic community to obtain resources with global personalities and insights. The International Center occupies a significant and strategic position in building international networks as an organization. Bendella & Wolff (2020), in their research, proves a strong relationship between personality and networks with connecting attributes of social behavior, ideas, tasks, and effectiveness. To maximize the capacity of the institution/organization, external managerial network 'capabilities' are needed. Capabilities include the organization's knowledge, skills, and experience that enable it to operate and use resources to work effectively (Andersén, 2011). Capabilities and resource capabilities created simultaneously in an organization can create a competitive advantage (Andersén, 2011). Strategies are needed to achieve dynamic capabilities and effective resource capabilities, both formally and informally (Owenvbiugie & Ekhaise, 2019; Jabbar & Hussin, 2019).

Empowerment of the International Center is one of the alternative strategies in the professional development of IAIN Palopo lecturers. The term empowerment has been popularly used in various studies of several disciplines since the 20th century, meaning improvement in management abilities or skills (Febrianto et al., 2019; Bosra & Umiarso, 2020). Suppose you refer to Spreitzer's (1995) definition; in that case, the empowerment of the International Center means an effort to increase intrinsic motivation, which reflects an individual orientation to the role of teaching profession development by utilizing the International Center, which is reflected in a set of cognitions: competence, meaning, impact, and self-determination. Empowerment of the International Center is focused on efforts to mediate lecturers in building relationships with the world's academic community to develop their abilities in research and writing articles in internationally reputed journals. In addition, the International Center can also facilitate lecturers to get further study opportunities at foreign universities.

## CONCLUSION

Based on the results of the research and discussion in the previous chapter, the researcher can conclude as follows: first, the results of the analysis of the evaluation of internal and external factors indicate that the ability of the internal factors of IAIN Palopo is powerful and can overcome its weaknesses in the development of the empowerment-based lecturer profession. In addition, IAIN Palopo has a high enough opportunity to overcome challenges and is very responsive in overcoming challenges in developing the empowerment-based lecturer profession. Several alternative strategies were formulated through SWOT analysis to develop the empowerment-based lecturer profession, namely implementing an integration strategy through market penetration and product development. The Palopo State Islamic Institute can carry out market penetration by being more proactive in collaborating with universities and other institutions both domestically and abroad to carry out empowerment-based lecturer professional development programs. Product development (research, community service, and article writing) can empower the Lecturer Scientific Consortium and International Center.

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