Lecturers Development Policy in Religious Higher Education and General Higher Education: Multi-Case Studies

Ali Nurhadi[1], Zainatul Mufarrikoh[2], Hilmi Qosim Mubah[3], Endang Fauziyah Susilawati[4], Kurniyati Indahsari[5]

[123]Islamic Educational Managemet Department, Institut Agama Islam Negeri Madura, East Java, Indonesia
[4]Nursing Department, Politeknik Negeri Madura, East Java, Indonesia
[5]Economics Department, Universitas Trunojoyo Madura, East Java, Indonesia
Email: www.nuhadibk@gmail.com[1], zainatulmufarrikoh@iainmadura.ac.id[2],
hilmiqosimmubah@iainmadura.ac.id[3], endang@poltera.ac.id[4],
kurniyati.indahsari@trunojoyo.ac.id[5]

Abstract:

This study aims to analyze the development of lecturers in the fields of education, research, service, and support at IAIN Madura, Madura State Polytechnic, and Trunojoyo University Madura. This study uses a qualitative approach with a multi-site design. The results of the study show that in the field of education, PTK already has facilities that are planned but not optimal; in the context of learning assignments, PTK There is still no planning and nomination list for lecturers who will further study for the development of lecturers through training. In contrast, PTU has structured planning in providing lecture facilities, further study of lecturers and development of lecturers through training. The field of research at PTK still needs a RIP and guidelines because they are still in the final stage, while at PTU, there are RIPs and procedures, and training on research has also been carried out. In the field of service in PTK and PTU, there are guidelines, but in PTK, it has yet to be integrated with study programs; in PTK, it has been facilitated but not comprehensive, while in PTU, it has been carried out by all lecturers. In the supporting aspect, PTK and PTU have a development policy for all lecturers to carry out outside activities and a Tridharma-supporting development facility policy.

Keywords: *Lecturer development, Tridharma, Religious Universities, General Universities*

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengembangan dosen bidang pendidikan, penelitian, pengabdian, dan penunjang di IAIN Madura, Politeknik Negeri Madura, dan Universitas Trunojoyo Madura. Penelitian ini menggunakan pendekatan kualitatif dengan desain multisitus. Hasil penelitian menunjukkan bahwa dalam bidang pendidikan PTK telah memiliki fasilitas yang terencana namun belum maksimal, dalam konteks tugas belajar, PTK Masih belum ada perencanaan dan daftar nominasi dosen yang akan studi lanjut, untuk pengembangan dosen melalui diklat, sedangkan di PTU telah memiliki perencanaan yang terstruktur dalam memberikan fasilitas perkuliahan, studi lanjut dosen serta pengembangan dosen melalui diklat. Bidang penelitian di PTK masih belum memiliki RIP dan pedoman karena masih dalam tahap penyelesaian, sedangkan di PTU telah ada RIP dan pedoman sudah ada, pelatihan tentang penelitian

sama-sama telah dilaksanakan. Dalam bidang pengabdian di PTK dan PTU telah ada pedoman, namun di PTK belum terintegrasi dengan prodi, pada PTK telah difasilitasi namun belum menyeluruh, sedangkan di PTU telah dilaksanakan oleh seluruh dosen. Pada aspek penunjang, PTK dan PTU telah memiliki kebijakan pengembangan bagi seluruh dosen untuk melaksanakan kegiatan di luar, dan kebijakan fasilitas pengembangan penunjang Tridharma.

Kata Kunci: *Pengembangan dosen, Tridharma, Perguruan Tinggi Keagamaan, Perguruan Tinggi Umum*

INTRODUCTION

One aspect that is important in the implementation of education is human resources (Tanjung, 2020). Lecturers as educators in universities are the main component in managing human resources and competitive college students. Creating competent and capable workforces can be educated through university learning programs (Nulhaqim et al., 2016). Therefore, policies in the development of lecturers need to be carried out continuously so that threefold missions of higher education *(Tri Dharma Perguruan Tinggi)* can be implemented.

The policies used as the basis for this research are laws and regulations concerning higher education regarding teachers and lecturers, laws concerning higher education, government regulations regarding lecturers, and government regulations concerning the Implementation of Higher Education and Management of Higher Education. In addition, special regulations related to State Religious Higher Education and State Higher Education, such as government regulations regarding Religious Higher Education.

Lecturer development policies in developing countries must establish a strategic plan to change the higher autonomy model according to the law (Hien et al., 2022). Whereas precisely measuring lecturer development policies is based on the lecturers' duties, namely carrying out the tri dharma of higher education. The policy was made because their positions are crucial for processing decisions on plans that have been made and mutually agreed upon (Calam, 2020). Lecturer development policies will always exist within tertiary institutions to strengthen the competence of lecturers in carrying out the tri-dharma tasks of higher education (Nurhadi et al., 2022). Policies that have been regulated either by PP, UU, or particular policies for higher education institutions will have a tangible impact on the development of lecturers. As an example of a policy regarding rewarding lecturers written in the Scopus journal, it can motivate them to continue developing themselves.

The condition above is revealed by preliminary elimination research conducted at the Religious Higher Education (PTK) and General Higher Education Institutions (PTU) in Madura. There is one PTK, namely the State Islamic Institute of Madura (IAIN Madura), located in Pamekasan, and two PTUs, namely the State Polytechnic of Madura in Sampang and the University of Trunojoyo Madura in Bangkalan. Even though all of those institutions are state

higher education institutions, they perform a different lecturer development policy.

As stated by one of the lecturers at the Madura State Polytechnic, "I have dedicated myself to this campus for a long time. At first, I joined the scholarship education program initiated by ITS based on the initiative of the Sampang regent at that time, Mr Noercahya. Alhamdulillah, after being accepted and studying at ITS. After graduating, I am appointed as a non-civil servant permanent lecturer with the same development as a civil servant lecturer, including opportunities to take Training of Improving Skills in Instructional Techniques (PEKERTI)".

In line with Poltera, UTM also implements a lecturer development policy as conveyed by the head of the LP3M; "Efforts to develop lecturers are also being carried out as a step towards advancing higher education, as conveyed by the following head of LP3M. We also carry out lecturer development policies at UTM, both in education, research, community service and supporting the tri dharma of PT. In the field of education, LP3M plays a direct role. Meanwhile, research and community service can be carried out by research and community service institutions, faculties, and study programs".

That policy is very different from the lecturer development program at IAIN Madura, especially for new lecturers, as expressed by one of the 2019 civil servant lecturers; "I was appointed in 2019. After being appointed, so on after that, (Basic Education) program was given, and I got guidance about faculties development by writing teaching materials. After that, all of my fellow lecturers were allowed to teach. Even though they had never taught before, they were tasked to tell each other immediately. Seniors delivered the guidance only to give some advice."

Based on this, new lecturers at state universities are always involved in coaching programs within the Ministry of Religion and the Ministry of Education and Culture, Higher Education, Research, and Technology. However, the programs provided are different even though they have the same position, even though the rights and obligations of every lecturer are also the same. A fundamental dichotomy sometimes occurs between lecturers in the Ministry of Religion and the Ministry of Education and Culture, Higher Education, Research, and Technology. Therefore, it is necessary to have valid policies at the below level so that the different dichotomy between lecturers in the Ministry of Religion and the Ministry of Education and Culture, Higher Education, Research, and Technology can be avoided.

Based on those phenomena, this study wants to uncover the policy of lecturer development at Religious Higher Education (PTK) and General Higher Education (PTU) in Madura, with the hope that there will be a good and transparent policy, especially in PTK in Madura in developing lecturers as carried out by the Ministry of Education and Culture, Higher Education, Research, and Technology that were proven to be practical and applicable by laws and regulations. Thus it is hoped that lecturers will be more professional in carrying out their duties, authorities and responsibilities within the Tridharma of Higher Education framework. This study has four research focuses, the first is the Lecturer Development Policy in the Education Sector, the second is the

Lecturer Development Policy in the Research Sector, the third is the Lecturer Development Policy in the Community Service Sector, and the fourth is the Tri Dharma PT Supporting Development Policy for Lecturers at state universities in Madura.

RESEARCH METHODS

This study used a qualitative approach and explained the policies for developing lecturers at PTK and PTU in Madura (multiple case studies). The qualitative approach can be seen as the focus of research in several dimensions of questions to enrich the findings including value, applicability, and neutrality" (Moleong, 2016) . This study is designed as a multi-site because there are two PTUs that have almost identical policies. While the "case" referred to here compares the policy of developing lecturers at PTU and PTK. Data collection uses in-depth interviews, observation, and documentation studies. The data sources used are primarily obtained from direct interviews, observation, and documentation and secondary obtained from journals or other media.

Data analysis uses the Miles and Huberman model (Sugiono, 2016) with four stages: data collection, condensation, data display, and conclusions. Specifically, data mining was carried out at UTM and Poltera on a site-study basis because both are PTUs. The results were compared with IAIN Madura as multicasts. The data analysis model can be seen in Figure 1.
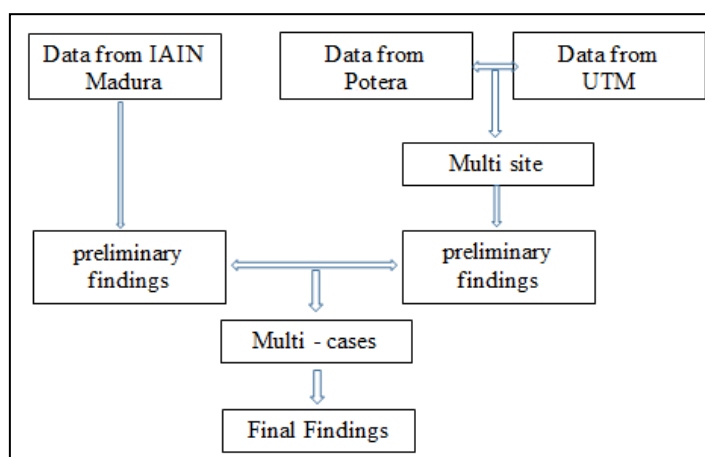

Figure 1. Research Data Analysis Model

RESULTS AND DISCUSSION
Lecturers Development Policy in Education Field at State Universities in Madura

Each institution provides policies related to education to lecturers to carry out teaching or further studies. The results of research in the field of education can be seen in Table 1.

Table 1 Results of the Multi-case Analysis of Lecturer Development Policy in the Education Sector at State PTK and PTU in Madura

No	Policy Development Lecturer in Field Education	PTK findings (IAIN Madura)	PTU findings (Poltera and UTM)
1	Policy about learning program support	facilitated room lectures, media learning media devices (LCD, projector), as well as learning media in the form of e-learning. However some media is necessary repair . In addition, there is need for e-learning enhancements, so that more virtual learning functions have a more functional room	There is governing policies and facilitating educational programs conducted lecturers with provisional facility room lectures with appropriate placements, media as well as laboratory and workshops.
2	Policy related studies carry on	There is no plan yet for the list of qualified lecturers and entitled submit permission for studies to continue, so licensing for studies carries on impressed difficult	a. Policies related to further studies at Poltera and UTM have already been programmed and planned based on the Strategic Plan. b. done in an alternate manner with a priority scholarship program to outside country . c. Scholarship allowance is provided for those who do not receive scholarships, amounting to 2.5 million per semester.
3	Policy development lecturer in the field of education and teaching	Done through training or training strengthening learning starting with PNS class of 2019 and 2020. Previous PNS training not yet done once.	Done with training Enhancement Skills Base Technique Instructional (Character) and *Applied Approach* (AA)

The development of the Era of industrial revolution 4.0 towards society 5.0 triggered changes in the education sector. These changes occurred in facilities related to learning media, such as (projectors, televisions, video players, laptops), and virtual classes (e-learning). Furthermore, related facilities such as student administration, staffing, archives, and big data have shifted from manual to digital and technology-based. Junaidah stated, "Industrial revolution 4.0 impacts are learning needs, virtual learning processes, online and blended learning, digital management, and changes in work methods. Responding to this change requires comprehensive institutional management and strategy" (Junaidah, 2022). Responding to this change requires comprehensive institutional management and strategy to perfectly achieve the institutions' aims.

Policies on PTK and PTU s facilitating the lecture process meet existing educational standards. Although at IAIN Madura, there is a need to do system improvements and policies related to online learning platforms. IAIN Madura only used their e-learning platform, although many other online learning platforms can support lecturers without eliminating the essence of face-to-face learning. In PTUs, they provide those facilities. They provide online learning

with the use of Zoom Meeting platforms. The Zoom platform gives the impression that lectures make no difference between offline and online because they only move places and do not eliminate the essence of lectures. The delivery of the learning materials and discussions can still be carried out correctly because they meet virtually.

Furthermore, in policies related to further studies, at Religious Higher Education (PTK) IAIN Madura, there are no fixed plans and nominations of lecturers who can get the letter of study assignment/study permission. However, at PTUs, it has been well planned and programmed alternately with scholarship priorities. They also provided scholarships from the campus for those who still needed to get scholarships.

Improving the quality of lecturers is a necessity that higher education institutions must carry out. Improving the quality of human resources is necessary and must be carried out in a "planned, directed, intensive, effective, efficient, and productive" way in the development process. The urgency of improving the quality of human resources has made the government and the private sector have and continue to strive together to realize it through various efforts to develop higher-quality education (Rabiah, 2019).

This is also corroborated by the research results of Sarwar et al. (2012), which show an increase in the performance of educators in higher education starting from educator performance, teaching ability, evaluation, training, availability of materials, effective communication, counselling, discipline, assessment of work and behaviour.

Reflecting on Law number 60 letter (c), it is explained that lecturers must "improve and develop academic qualifications and competencies regularly in line with developments in science, technology and art" (Law number 14 of 2005 Article 60 (c). From these rules, it can be understood that tertiary institutions must develop and improve lecturers' qualifications within the institution's scope.

The lecture development policy in the field of education and teaching at IAIN Madura is fulfilled through training and education programs for strengthening teaching and learning starting from the civil servant lecturers of 2019 and 2020. The previous civil servant lecturers have never got such a program. In contrast, at the State Polytechnic of Madura and the University of Trunojoyo Madura, the education and training program is carried out with Training of Improving Skills in Instructional Techniques (PEKERTI) and Applied Approach (AA). In addition, lecturer training is needed in technology because study results show that technology and agility are essential factors that can improve university performance (Tahar et al., 2022).

Lecturers Development Policy in Research Field at state universities in Madura

Each institution gives policies regarding research to lecturers to conduct research programs properly. The results of the research field can be seen in Table 2.

No	Policy Development Lecturer In Field Study	PTK findings (IAIN Madura)	PTU findings (Poltera and UTM)
1	Guidelines / technical guidelines , RIP and Research Roadmap	Book guidelines, RIP and Roadmap still in Step completion, this research moment only refers to technical instruction on Litabdimas and only has Book Guidelines Writing Creation Write Scientific	Book guidelines and RIP already there , where the Roadmap converges is in the RIP and already explained in a detailed manner . Besides that could be accessed in a manner softfile on the P3M/LPPM website
2	Training about study	Not yet there is a Policy related to accompaniment training study by LPPM as a policy stakeholder. However the writing training activity is carried out in a manner initiative alone by study program or House journal.	Training to strengthen the abilities of lecturers in the field of study facilitated by P3M/LPPM, there is no close possibility of being carried out also by faculty or study programs. Implementation by study program could utilize PK-KM grant funds from Dikti-Restek
3	Facilitation of dedication funds to Public	The source of funds is only from DIPA IAIN Madura namely from the planned BOPTN funds every year, however management is no centralized in LPPM but the Faculty also manages.	Research funding sources Budget Government (APBN) and Grant Competence , even Bias originates from Cooperation with Local Government, Private, BUMN. Funds are managed centralized in P3M/LPPM. Research funding needs to be planned every year with an estimated 10% increase in research funding the previous year
4	Policy bill external research (*output*)	Only limited *mandatory output* form reports , articles on journal accredited , books , and HKI, however reporting *output* research yet centralized to LPPM	Research results billing policy (*output*) is prioritized which is useful. Apart from the mandatory *output, there are also additional outputs* which will later be centralized reporting to LPPM.

Based on these findings, the policies provided between PTK and PTU are similar. About the research, each university has policies based on existing regulations. Some of the policies that distinguish between PTK and State PTU in the field of research are funds and management. PTU tends to have significant research funds compared to PTK.

Supervision management in higher education, especially research, must also be applied to produce good outcomes. The assignment of lecturers to conduct research must also be facilitated, of course, with existing policies. Research is an activity carried out according to scientific principles and methods systematically to obtain information, data, and information related to understanding and proving the truth or untruth of an assumption and hypothesis in the field of science and technology, as well as drawing scientific conclusions for the need for scientific and technological progress (Permenristekdikti Number 20 of 2018 Article 1 Point 1). The minimum criteria

for research management include 1) planning, implementation, control, monitoring and evaluation, and reporting of research activities. 2) the research management, as intended, is carried out by a work unit in the form of an institution tasked to which ge the research (Ariani & Syahrani, 2021).

There is a difference between managing Research funds at PTU and PTK. PTU was managed by P3M/LPPM, while PTK is not centralized in LPPM because each Faculty also manages it. Related to that case, Indarti states, "Higher Education is an educational institution that organizes higher education by conducting research and community service, often referred to as the tri dharma of higher education, which is the hallmark of higher education. Higher Education consists of academic and professional education; academic education is directed at the mastery of science, including universities in high schools, institutes, and universities. At the same time, Professional Education is directed at the readiness to place specific skills. The only difference is that professional education is more flexible and can be carried out by all forms of higher education. With this, the role of universities is vital; higher education must function as an asset for preparing high-quality human resources (Indarti et al., 2021).

Lecturers Development Policy for Community Service at IAIN Madura, State Polytechnic of Madura, and University of Trunojoyo Madura

Community service is one of three missions of higher education that must be conducted by lecturers (Sonhadji, 2014). The policies of each higher education institution are given in the context of the lecturer's service program for the community to be conducted properly. In detail, the differences in development policies in community services at PTU and PTK in Madura can be seen in Table 3.

Table 3 Results of Multi-case Analysis of Lecturer Development Policies in the Field of Community Service at PTK and State PTU in Madura

No	Policy Development Lecturer In Field devotion To Society	PTK findings (IAIN Madura)	PTU findings (Poltera and UTM)
1	Guidelines / technical guidelines and Service Roadmap	There are guidelines for Studying devotion in the form of a Chancellor's Decree every year but not yet there are guidelines for special devotion as well as an integrated service roadmap between LP2M and Faculty and Study Program.	There is a strategic plan , guidelines or technical guidelines and service roadmap for integrated society through P3M/LPPM.
2	Facilitation Major and Institution	Study Program and Faculty already facilitating service programs to Public but not yet maximum on whole lecturers.	Institution already facilitating service programs to Public on whole lecturers through P3M/LPPM
3	Devotion to Public training method	Lecturer already accepts devotion to society training with PAR methods and ABCD	Training method devotion no Becomes Policy priority but technical guidance in preparation of service proposals

		in particular for Studying Community Service (KPM)	as expected government to get accepted through simlitabmas programmed.
4	Facilitation of dedication funds to Public	Funding facilities provided for lecturers in the field of devotion to the public are very small and not yet on all lecturers.	There are funding facilities provided for all lecturers in the field of devotion to the public with competed or flattened.

Based on these findings, the policies between PTK and PTU are similar. According to the above policy, PTK and PTU have the same tasks. In conducting their community services, each higher education rule a policy based on existing regulations. Several policies that distinguish between the state PTK and PTU in the field of community service are funds and their management. PTU tends to have a large dedication fund compared to PTK. The implementation policy is also different. The PTU can integrate Faculties, Departments, and Study Programs through the institute of research and community service. While in the PTK, although it is a state PTK in Madura, has yet to be integrated between the Institute for Research and Community Services with the Faculties or Study Programs. These policies make the number of lecturers who conduct community service small; even if they are integrated, either "independent" service or those who grant "community service grants," the number of lecturers involved will be more significant.

Management in higher education supervision, especially in the field of community service, must also be applied so that the results are promising. The mandatory duties of lecturers to conduct community service must also be facilitated, of course, with existing policies. *CommunityCommunity service* is an activity that connects research results and mastery of scientific disciplines in the field of education with improving the quality of education and research development, in addition to supporting development at various levels of society (Kusnan, 2017).

Policymakers and implementers in higher education management, including community services, must be appropriately managed. Planning in management should be made and tested before implementing long-term, medium- and short-term strategic plans. The short-term plan is realized with guidelines and technical guidance. Therefore, the implementation will run appropriately. A strategic plan is also made to include the roadmap in the community service program.

Based on government regulations regarding the Implementation of Higher Education and the Implementation of Higher Education, in principle, the implementation of higher education must be prepared based on precise planning, including community service. Policymakers must prepare strategic plans related to services so that policy implementers can implement them properly. The policies in the strategic plan form the basis for a clear roadmap, including community service.

PTK already has technical guidance and guidelines to be the basis for implementation, but the particular strategic plan for community services is still in the process of completion. That strategic plan should be produced before the

technical guidance and guidelines are made. Measuring the achievement of targets can also be evaluated based on the existing plans. Therefore the strategic plan must be programmed.

Strengthening the competence of lecturers in community services also needs to be trained. Continuous competency development must be programmed due to changing and evolving conditions. Currently, the government is launching *Merdeka Learning Merdeka Campus* (MBKM), so the service program should also be related to MBKM. To adjust to that curriculum, it is necessary to strengthen the competence of lecturers in implementing it. Competency development policies can be programmed based on existing needs and plans.

Support Development Policy for Threefold Missions of Higher Education at IAIN Madura, State Polytechnic of Madura, and University of Trunojoyo Madura

Based on the research implementation, there is a policy to support the development of the Tridharma of Higher Education for PTK and State PTU lecturers in Madura. There are four research findings which are described in Table 4.

Table 4 Results of the Multicase Analysis of Tri Dharma PT Supporting Development Policies for Lecturers at PTK and State PTU in Madura

No	Policy Development PT Tri Dharma Support for Lecturer	PTK findings (IAIN Madura)	PTU findings (Poltera and UTM)
1	Policy give Duty tri dharma PT support for lecturers	There is a Policy to facilitate the development of tri dharma PT support for all lecturers who will carry out outside activities by giving a letter of Duty in accordance with its activities.	There is a Policy to facilitate the development of tri dharma PT support for all lecturers who will carry out outside activities by giving a letter of Duty in accordance with its activities.
2	Policy facilitation in following activity association	There is a Policy to facilitate the development of tri dharma PT support for lecturers through study programs for activity associations along with the funds.	There is a Policy to facilitate the development of tri dharma PT support for lecturers through study programs for activity associations along with the funds.
3	Policy giving top rewards for lecturer achievement	There are lecturer rewards that are carried out in a routine manner by the House journal and not yet there is a Policy reward giving routine on achievement lecturers did by institutions. Rewards received lecturer from outside institution .	There is a Policy for lecturer rewards in a routine manner on past achievements done with giving appreciation in the form of certificates and goods given on anniversary institution
4	Policy giving top rewards success lecturer write journal indexed scopus	Not yet, there are policies that provide rewards for already lecturer succeed in writing on Scopus indexed journals .	There are policies that provide rewards in the form of funding for already lecturer succeed writing on reputable international journals or indexed Scopus

Based on these findings, there are different policies, especially those supporting the development of the Threefold Missions of Higher Education for lecturers. Apart from that, there are also similarities, including facilitation for lecturers to carry out supporting activities outside the campus as well as the participation of lecturers in associations and facilitation of funds. Fund management is essential and significantly affects organizational resilience in higher education (Baharin et al., 2021).

The following supporting activity is related to rewards and awards for lecturers. There are differences regarding rewards and awards for lecturers between PTK and PTU. The differences are, in PTU, the rewards and awards policies for lecturers have been programmed and carried out continuously during the anniversary of their institution (Dies Natalies). Whereas in PTK, it depends on the situation and conditions. Sometimes there are rewards, but sometimes there are no rewards for lecturers. Some lecturers at PTK received rewards from outside the institution.

Furthermore, related to rewards for lecturers who successfully write and publish their works in Scopus-indexed journals. For lecturers at PTU who succeeded in writing in Scopus -indexed journals they were rewarded. Meanwhile, for PTK lecturers, there are no rewards. Rewards for lecturers who successfully published their works in Scopus-indexed journals for PTU are facilitated by funds; although not large, it helps the publication process.

The reward given motivates lecturers to continue working and showing their best performance. This is in line with Isnainy's statement that rewards significantly impact lecturer performance (Isnainy & Nugraha, 2019). Therefore, rewards are the driving force and motivation for lecturers to continue to improve their performance.

Based on this, a policy is needed regarding the form and amount of appreciation for lecturers, which is controlled by the Vice Rector II and coordinated with the Deputy Dean II in each faculty (Mattjik, Akbar, & Yasin, 2020). The existence of awards is basically to motivate lecturer behaviour towards work effectiveness (Joshi, 2021). Therefore, policymakers in PTK, in particular, should program rewards for their lecturers. This is done so that lecturer performance increases. The research results of Nazaruddin et al. (2020) show that the low performance of lecturers in private universities in Indonesia is one of the factors in the organizational support where the lecturers work.

CONCLUSION

The results and discussion above reveal differences in lecture development policies in the fields of Education, Research, Community Service, and supporting the Tridharma of Higher Education in PTK and PTU in Madura. In the Education Sector, learning program support at PTK and PTU has been facilitated by lecture halls, learning media (LCD, projector), and e-learning media. Furthermore, regarding the different study policies for lecturers at PTK, there has yet to be a plan for a list of lecturers who meet the requirements and are entitled to apply for permission to continue their studies. On the other hand,

policies at PTU related to further studies have been programmed and planned based on the Strategic Plan. The development of lecturers in the field of education and teaching in PTK is carried out through training or learning about strengthening teaching and learning, starting with PNS lecturers from the 2019 and 2020 batches. However, for PNS lecturers before, this training had never been carried out.

Meanwhile, at PTU, training and improvement of Basic Skills are carried out in Instructional Technique Skill Improvement Training (PEKERTI) and Applied Approach (AA). Different policies are contained in technical guidelines/guidance in the research field. The research master plan (RIP) and research roadmap at PTK are still in the development stage, while at PTU, they already exist and are integrated into the RIP. Research writing training, in PTK, there is no policy. In contrast, at PTU, writing training in research is facilitated by P3M/LPPM. The provision of research funds in PTK comes from DIPA IAIN Madura, but the management still needs to be centralized in LPPM. Whereas in PTU, sources of research funding are obtained from the APBN and Competency Grants. It can even come from cooperation with local governments, the private sector, and state-owned enterprises (BUMN). Funds are managed centrally at P3M/LPPM. The mandatory research output policy in PTK is only limited to mandatory output in the form of reports, articles in accredited journals, books, and Intellectual Property Rights (HKI), but reporting of research output has yet to be centralized to LPPM. At PTU, priority is given to policies for research outputs that are needed that are more useful. Apart from mandatory outputs, there are also additional outputs which will later be reported centrally to LPPM.

In the field of community service at PTK, there are no specific guidelines for service activities or a roadmap. On the other hand, PTU has a strategic plan, guidelines or technical instructions, and an integrated community service roadmap through P3M/LPPM. Then, Departmental and Institutional facilities at PTK have facilitated community service programs but have yet to be maximized for all lecturers. On the other hand, PTU has facilitated a service program for all lecturers through P3M/LPPM. Regarding funding facilities for community service in PTK, it is tiny and has yet to be provided to all lecturers.

Furthermore, at PTU, financing facilities are provided for all lecturers in the community services field in a competitive or tiered manner. Finally, regarding policies supporting the development of higher education tri dharma, both PTK and PTU, there are policies to facilitate and support the development of a triple mission for all lecturers who will carry out outside activities by providing assignment letters by their activities. There is a policy regarding giving rewards for lecturer achievements; in PTK, there are lecturer rewards carried out regularly by Rumah Journal, and there is no policy for giving regular rewards for lecturer achievements from institutions. Lecturers sometimes get rewards from outside the institution. At PTU, there is a policy of giving periodic awards to lecturers for achievements that have been achieved by giving awards in the form of certificates/awards, as well as goods and handing them over to Dies Natalis (Institutional Birthday). Regarding the policy of giving awards to lecturers who have successfully published their writings in Scopus-indexed journals. In PTK,

there is no policy regulating awards for lecturers who have successfully written articles

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