Lecturer Performance: Implementation of the 3 Milestone Improvement Model in Improving Lecturer Performance

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Abstract:

This research is motivated by the need in education, especially Bhayangkara University, Greater Jakarta, for quality human resources to improve the quality of education. The performance of PGSD lecturers still needs to be optimal in terms of improvement, even though the demand for superior human resources is necessary for the university's goal of becoming exceptional. Attention to lecturer performance is the aim of this research, where the application of 3 Miles Stone Improvement strategic management is a solution to improve the performance of PGSD lecturers, especially in sustainable professional competence. This research is qualitative research with a case study method. Data was collected using interview instruments, observation guidelines, and document review guidelines. This research consists of 2 stages: the implementation of the 3-mile stone improvement model to improve lecturer performance, and the second stage is follow-up in the form of evaluation of the implementation and modification of the model or program therein. The research results reveal that implementing the model increases lecturer performance, seen from 1-semester running, and a 50% increase in performance, seen from the achievement of the lecturer certification process and promotion of lecturer academic positions.

Keywords: *Lecturer Performance, Strategic Management, Sustainable Competency, Improvement Model*

Abstrak:

Penelitian ini dilatarbelakangi kebutuhan dunia pendidikan khususnya universitas Bhayangkara Jakarta Raya akan sumber daya manusia berkualitas demi meningkatnya mutu pendidikan. Kinerja dosen PGSD masih belum optimal dalam peningkatannya, padahal tuntutan SDM unggul menjadi keharusan bagi tujuan universitas menjadi unggul. Perhatian akan kinerja dosen menjadi tujuan dari penelitian ini, dimana penerapan dari manajemen strategis 3 Miles Stone Improvement menjadi solusi untuk meningkatkan kinerja dosen PGSD khususnya dalam kompetensi profesional berkelanjutan. Penelitian ini merupakan penelitian kualitatif dengan metode studi kasus. Pengumpulan data dilakukan dengan instrument wawancara, pedoman observasi, dan pedoman kaji dokumen. Tahapan penelitian ini atas 2 tahapan, yang pertama yakni implementasi model 3 miles stone improvement untuk peningkatan kinerja dosen, dan tahapan kedua tindaklanjut berupa evaluasi terhadap implementasi dan modifikasi model ataupun program didalamnya. Hasil Penelitian mengungkapkan bahwa hasil implementasi model memberikan peningkatan pada kinerja dosen, dilihat dari 1 semester berjalan sebesar 50% peningkatan kinerja dilihat dari pencapaian proses sertifikasi dosen dan kenaikan jabatan akademik dosen.

Kata Kunci: *Kinerja Dosen, Manajemen Strategis, Kompetensi Berkelanjutan, Model Improvement*

INTRODUCTION

The growing world of education requires every educational institution to improve itself and its quality, so quality improvement is the target of management improvement in universities. As stated in Law No. 14 of 2005 concerning Teachers and Lecturers and Government Regulation No. 19 of 2005 concerning National Education Standards (Depdiknas, 2005), it is a government policy which contains government efforts to organize and improve the quality of educators in Indonesia. In developing the competence of lecturers implied in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (contained explicitly in article 20), Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (contained explicitly in articles 45 and 46, Permendikbud RI Number 92 of 2014, which affirms the position of lecturers as professionals serves to improve the dignity and role of lecturers as learning agents, Developers of science, technology, and art, as well as community service function to enhance the quality of national education. Thus, the performance of lecturers is the success rate of professional educators and scientists with the main task of transforming, developing, and disseminating science and technology through education, research, and community service to improve the quality of national education, which the development of appropriate human resources must support.

Improving lecturer performance is crucial in higher education (Anthonysamy et al., 2020; Camilleri, 2021; Rusdi et al., 2022). Improving lecturer performance directly enhances the quality of learning and the institution's reputation (Budiharso & Tarman, 2020; Amtu et al., 2020; Norman et al., 2024). The excellent performance of lecturers reflects not only the quality of teaching but also a significant contribution to students' academic and professional development (Sancar et al., 2021; Tatto, 2021; Wijaya & Khoir, 2022). The "3 Milestone Improvement" model offers a systematic and continuous approach to improving lecturer performance through three main stages: initial evaluation, constant training, and final assessment (Nate et al., 2022; Anderson-Butcher et al., 2022; Frank et al., 2024).

Herzberg's theory of motivation emphasizes the importance of intrinsic factors such as achievement, recognition, and responsibility in improving work performance (Thant & Chang, 2021; Karaferis et al., 2022; Mitsakis & Galanakis, 2022). Locke and Latham's theory of goal setting suggests that clear, specific goals can significantly improve performance (Swann et al., 2021; Jeong et al., 2023; Diana, 2023). Both theories are relevant in improving lecturer performance because they highlight the importance of factors that support motivation and optimal performance.

Lecturer development planning at Bhayangkara University is currently general and needs a specific analysis for continuous professional growth due to unsupportive policies (Seyama et al., 2017). The lecturer training policy by

university training institutions still needs to be stronger and pay attention to needs assessment or proper mapping (Yohamintin, Permana, Hafidh, et al., 2021). Lecturer competency development needs to be improved, ignores student needs, and competency improvement strategies need to be better coordinated. The management of lecturer development at Bhayangkara University also does not consider reward and punishment, which affects the competence of lecturers. The personal motivation of lecturers is essential, so a positive management strategy is needed for their professional quality and competence (Suhaemi & Aedi, 2015).

Other researchers have conducted several studies. Among them, research by Paais & Pattiruhu (2020) found that organizational culture, work motivation, and job satisfaction positively influence lecturer performance. A strong organizational culture can increase lecturers' motivation and job satisfaction, ultimately improving their performance. Mochammad Munir Rachman et al. (2022) show that locus of control, motivation, and competence significantly affect lecturer performance. However, external locus of control is often more dominant than internal factors influencing lecturer performance.

Meanwhile, Camilleri's research (2021) concluded that systematic evaluation of lecturer performance can improve the quality of higher education. Structured evaluations help lecturers understand their weaknesses and strengths so that they can make necessary improvements.

Another study from Lee & Chiu (2022) describes an "Ask-Tell-Ask" feedback model that is effective in helping lecturers develop reflection and self-assessment skills, ultimately improving their performance. H. Sofyani et al. (2019) compared lecturer performance measurement systems in three countries and found that aggressive and structured policies in Indonesia can significantly improve lecturer performance. Tattoo (2021) identified lecturer characteristics, course characteristics, and learning facilities as the main predictors of lecturer performance, explaining a 61.9% variation in lecturer performance.

Unlike previous research, this research continues by implementing existing models in institutions for lecturer development and seeing the results. Then, the results of this research can be continued to develop and modify lecturer development models so that they can be used in the development of human resources, especially in educational institutions. This research is by the development master plan and research strategic plan of Bhayangkara University of Greater Jakarta, where Ubhara Jaya wants to become an institution with a high commitment to research excellence in the security field with a national perspective at the national level. Being a novelty, this research contributes to the development of management and organization strategically by applying and developing models for improving lecturer performance, where lecturers are an essential component in achieving the goals of Bhayangkara University Jakarta Raya towards excellence.

This study aims to identify factors that affect the performance of lecturers at Bhayangkara University and evaluate the effectiveness of applying the "3 Milestone Improvement Model" in improving lecturer performance. In addition, this study aims to compile strategic recommendations based on research findings

to enhance lecturer performance sustainably at Bhayangkara University. Thus, this research is expected to significantly contribute to developing an effective and sustainable lecturer performance improvement model and improving the quality of education at Bhayangkara University.

RESEARCH METHODS

This study uses a qualitative approach that aims to understand the phenomena experienced by the research subjects, such as behaviour and description in words and language, in a natural context (Hong & Cross Francis, 2020). This study is designed to illustrate the implementation of the strategic management development model "3 Milestone Improvement" in improving the performance of PGSD lecturers at Bhayangkara University, Greater Jakarta. The method used is a case study, which is suitable for reviewing and finding deep meaning about the implementation of the model (Rong et al., 2020). This method is ideal for answering research questions that are "why" and "how".

Data collection techniques in this study include observation, in-depth interviews, and documentation studies (Rutakumwa et al., 2020). Observations are made to observe lecturers' activities and work environments directly. In-depth interviews gather information from lecturers and related parties about their experiences and views on the "3 Milestone Improvement" model. The documentation study includes the analysis of official documents related to lecturers' policies and development programs at Bhayangkara University.

The data analysis technique used is thematic analysis, which involves identifying, analyzing, and reporting patterns or themes in the collected data (Kiger & Varpio, 2020). Data is analyzed through several stages, ranging from data collection, data organization, data review, and coding to developing key themes. Thematic analysis was chosen for its ability to identify emerging patterns from qualitative data and provide a deep understanding of the research context. Data validation is carried out through triangulation techniques, namely comparing and verifying data from various sources and data collection methods to ensure the validity of research findings. The triangulation technique was chosen because it can increase the credibility and validity of data by confirming findings from multiple perspectives.

RESULTS AND DISCUSSIONS
Performance Conditions of Ubharajaya PGSD Lecturers

PGSD Study Program has the potential to become superior with the support of human resources, namely the strength of lecturers who are competent and productive in developing themselves and implementing the tri-dharma. Based on the data, most lecturers are at the fruitful age of 30-40 years, and the rest are over 40 years old. In addition, judging from the development of self-competence, the majority of PGSD lecturers are studying S3 (Doctoral), so it is possible that in the following years, the majority of PGSD lecturers will have S3 (Doctoral) qualifications. The data can be seen in the following Table 1.

Table 1. Profile of PGSD Universitas Bhayangkara Jakarta Raya Lecturers

Lecturer Condition	Amount	%
Age		
30-40	12	86
41-50	1	8,3
51-65	1	8,3
Education		
S1	0	0
Ongoing S3	8	57,1
S3	6	42,8

Source: PGSD Study Program Document (2023)

In this study, the age distribution of lecturers shows that most lecturers are 30-40 years old, with as many as 12 people or 86% of the total lecturers. Meanwhile, lecturers with an age range of 41-50 years and 51-65 years each only amounted to 1 person, both of which had the same percentage of 8.3%. Regarding education level, no lecturers only have an S1 degree. Most lecturers are pursuing doctoral education (S3), with 8 people or 57.1%. In addition, six lecturers have completed their doctoral education, representing 42.8% of the total lecturers. This data shows that Bhayangkara University of Greater Jakarta has relatively young lecturers; most have received the highest education (S3).

Lecturers show little interest in competency development and self-development, and there are few financial study programs (P1).

The obstacle or the inhibiting factor is still the need for awareness from within the lecturer to develop the competence of sustainable lecturers, and there are still lecturers who are indifferent to developing their competencies and careers as lecturers and are talkative. There still needs to be more awareness among lecturers about developing competencies, including the professional competence of continuous lecturers. There are still lecturers who are indifferent to the development of competencies and careers as lecturers and are talkative, aka follow along when they see others starting to take care of Jabfung, take care of it. Other lecturers participated in self-development activities and then attended. We still find such things in some lecturers (P2).

Not all lecturers contribute to developing professional competence as lecturers who impact study programs and faculties. Some lecturers still need more commitment and awareness of development (P3).

The opportunity for PGSD lecturers to develop self-competence at Bhayangkara University in Greater Jakarta is wide open. For example, the support of Higher Education (PT) allows lecturers to take the opportunity to further study with permission or study assignments, as well as loan assistance with zero per cent interest. In 2023, there will be six doctors in the PGSD study program, and it is predicted that in 2024, there will be ten doctors with the position of lector. The information regarding the opportunities that exist in the PGSD study program is as follows:

Institutions provide opportunities for lecturers to develop themselves, such as research funding support. However, it depends on the initiative and performance of lecturers themselves. Lecturers must actively seek information instead of just waiting (P3).

Study programs have opportunities to develop human resources. Their lecturers are still in productive age, and many are in the phase of further study and self-development. The reaccreditation target pursued in 2024 has added many lecturers with S3 (P2) degrees.

Another opportunity possessed by the study program is the credibility of the study program, which is getting better with the improvement in the quality of human resources, in the form of many lecturers who are in further study (doctoral program) and the attention of the study program to the management of JAD for lecturers. Of course, these are opportunities owned by lecturers for competency development. Likewise, other opportunities exist outside the study program in the form of opportunities to get research, community service grants, and other funding that leads to the performance of the lecturers' tridarma.

Provide opportunities to develop professional careers as lecturers, such as participating in ethics training and attending academic seminars, followed by promotion to the functional position of lecturers (D14).

The threat in the PGSD study program is the possibility of lecturers changing careers outside the Ubhara Jaya institution. About threats in the PGSD study program, as follows.

There are still lecturers who make the profession of lecturer in Ubhara not their first and last choice (they are still struggling to become civil servants) (P2).
Some lecturers are still trying to become civil servants, and the PGSD study program has lost two of its lecturers who became civil servants in 2021 (S1).

This is reinforced by field data, which shows two lecturers in the study program. PGSD quit and chose to participate in the CPNS (Civil Servant Candidate) selection in 2021. Then, the lack of HR investment funds owned by PGSD study programs is another threat. The increasingly open and widespread competition will greatly corner the PGSD study program if it does not anticipate it in the future. This threat will become more severe if lecturers in the PGSD study program do not try to improve their quality and quality. So, the study programs and faculties are responsible for this so that the performance of study programs in the future will be maintained. Investment in education human resources is vital in institutions' progress, so good policy support and funding are needed (Artanto, 2023).

The conditions for functional positions / academic positions owned by the PGSD study program are that as many as one lecturer does not have an academic position (Teaching Staff), six lecturers have academic positions of expert assistants, and 7 lecturers have academic positions of lecturers. Based on the data obtained, there are 57.1% (8) lecturers have been certified as educators and 42.9% (6) PGSD lecturers have not been certified as educators. Two of the six lecturers who have yet to be approved have been appointed expert assistants since 2019. Then one lecturer still needs an academic position and certainly does not have the qualifications to be approved, then one lecturer who has met the lecturer certification criteria and is undergoing assessment, and then two lecturers who still need to be *eligible* to participate in the certification program.

Implementation of 3 Miles Stone Improvement to Improve the Performance of Ubharajaya PGSD Lecturers.

The 3 Miles Stone IMPROVEMENT model is a model developed by researchers based on Risert, which is designed based on an overview of the general condition of lecturer performance in Indonesia and specifically developed from the state of lecturer performance in the PGSD Ubhara Jaya study program. The visualization of the model used is as follows.
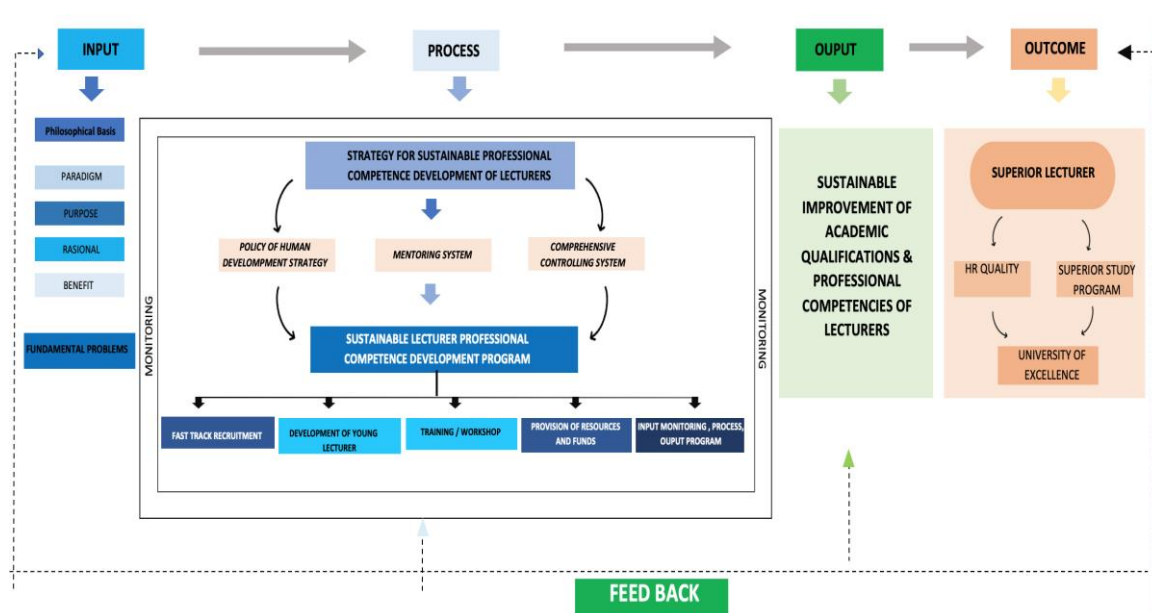

Figure 1. Miles Stone Improvement Models

The stages in application of this model consists of nine application steps; namely, in the First Stage, university leaders, faculties, and even study programs need to identify and follow up policies related to lecturer competency development programs so that this model can be formulated in strategic plans and derived in operational plans. This ensures that legal standing In setting policies can legitimize the implementation process. In the second stage, the implementation of this model begins with socialization with all university stakeholders to get insights and information related to this model as a whole.

The third stage is determining the person in charge and the implementing unit of each program in this model. At this stage, it is also supported by the formation of an effective organization and institutional management approach to optimize this model comprehensively. Organization and management are necessary so that the functions carried out can achieve goals. The fourth stage is to provide resources according to the needs of the application of this model. Human resources that have potential, facilities and infrastructure as well as available budgets to achieve goals. The fifth stage is the preparation of operational standards as a reference in the implementation of the model. This operational standard is also a reference for all elements' common direction and agreed goals, commitments, and responsibilities so that its implementation can run optimally.

The Sixth Stage is a control system to avoid deviations. The leadership element and the units involved can carry out control. The seventh stage is the

evaluation or examination of results and impacts. In this stage, all elements involved can see results and impact as a process of measuring achievement. *Stage Eight*, this model can be done by reviewing and evaluating the entire process run. The goal is for this model to run well without any obstacles to its application. *In the ninth stage*, this model needs to be followed up on and tested gradually to implement it for universities in need.

Based on field data, it was found that for more than five years of existence, the study program still had lecturers who did not have academic positions (teaching staff) registered as lecturers' *home base*, as well as six lecturers who still have not experienced an increase in academic positions from expert assistants (AA). Two of them were appointed with academic positions of expert assistants in 2019. One lecturer was appointed as an expert assistant in 2020; one lecturer had just finished his study assignment, and two lecturers had not completed the service of expert assistants with a two-year service period, so they had not been in the process of being promoted to academic positions or *eligible* lecturer certification process.

The implementation was based on the "3 Milestones" model and was chosen according to the conditions of lecturers in the PGSD Study Program, Bhayangkara University, Greater Jakarta. The program includes several stages, starting with the development of young lecturers through the preparation of lecturer blueprints and lecturer functional career road maps. Next, a needs analysis is carried out to identify existing problems. After that, target lecturers and mentors are determined through mentoring activities that can be done online or offline. This process is then followed by systematic monitoring to ensure effective implementation.

Besides The main program, there is a follow-up program that can be followed after the initial stages are completed, namely training and workshops based on identified needs. These programs also include supervision of program inputs, processes, and outputs, followed by follow-up to ensure the sustainability and effectiveness of the programs that have been run.

Coaching Young Lecturers with the Preparation of Lecturer Blue Print and Lecturer Functional Career Road Map

The targeted lecturers are fostered by preparing a lecturer blueprint and a road map to increase the academic position of lecturers. Two lecturers are the target is developing and improving the performance of lecturers in the PGSD Ubharajaya study program, with the criteria of lecturers who have a working period of more than five years and have not been in the process of improving lecturer performance as seen from the indicators of functional promotion that have not increased from expert assistants for more than five years. DP 1 lecturers and DP 2 lecturers were appointed permanent lecturers with the home base of PGSD study programs since August 2017, when the PGSD Ubharajaya study program was established. During that time, within five years and nine months, the two lecturers have not experienced an academic promotion since being appointed from teaching staff to expert assistants and have yet to be certified as learning lecturers. The target of implementing this model is carried out in one semester.

Targeting lecturers already have a timeline for managing lecturer certification and academic promotion. The two target lecturers are predicted to

pass lecturer certification in 2024 and experience an academic promotion lector in the same year. The following data shows that both D1 and D2 lecturers have a timeline for their academic promotion targets, but there are obstacles and obstacles.

> *I have been in the process of increasing the academic position of 200 lectors, but there are so many revisions, and I am bored. Moreover, I am also busy completing my dissertation proposal, which has not been approved by the promoter team (D1). I have been involved in the academic promotion management process for more than a year, but I was lazy and left the process, so the revision was delayed for more than a year (D2).*

Some lecturers take care of academic promotions but must be more pushy to the achievement target at Lector 300, not at Lector 200. However, it is not supported by more point values, such as education, which is still S2, and tridarma performance, which still needs to be improved in publications and textbooks. So, the academic promotion process becomes too long and requires a lot of revision to add performance points. Still, the lecturer concerned has yet to make a meaningful revision and always delays it (P2).

Based on all of this, it can be said that it is essential that every lecturer has a blueprint for their career development and targeting because this has an impact on improving performance, which can be seen in increasing the lecturer's professional competence (Thant & Chang, (2021). Universities must also have work programs to improve lecturer performance and support in policy and funding in realizing full support for lecturer career advancement to support superior human resources for institutions (Bertão et al., 2023).

Problem Needs Analysis

To realize the goal of becoming a superior study program, it is a must for the PGSD Ubharajaya study program to have quality human resources. One indicator of the fulfilment of the quality of lecturer resources is an academic position and certification as an educator. There are still lecturers who still need to have academic positions, have not been certified educators, and have not been promoted to academic positions for more than five years. Promotion in academic positions is one of the productivity indicators of lecturer performance in carrying out education/teaching, research, publications and community service (tridharma). This study targeted two lecturers, D1 and D2 lecturers, who were targeted for implementing the 3-mile stone IMPROVEMENT model. The data of lecturers who still need certification and have yet to experience academic promotion are as follows.

Table 2. Qualification Conditions for Ubhara Jaya PGSD Lecturers

No	Lectures	Lecture Certification	Academic Position
1	D1	Not yet	Expert Assistant
2	D2	Not yet	Expert Assistant
3	D3	Not yet	Expert Assistant
4	D4	Not yet	Tenaga Pengajar
5	D5	Certified	Lektor
6	D6	Not yet	Expert Assistant

7	D7	Certified	Lektor
8	D8	Certified	Lektor
9	D9	Certified	Lektor
10	D10	Certified	Lektor
11	D11	Not yet	Expert Assistant
12	D12	Certified	Lektor
13	D13	Certified	Lektor
14	D14	Certified	Lektor

Source: Researcher (2023)

To become superior, study programs require support from the HR aspect, which is supported by lecturers with S3 education levels, lecturers with academic positions of Lector / Associate Professor, or even Professor. Implementing this model increases lecturer performance, as seen in the process of functional promotion and lecturer certification.

Therefore, by putting this concept into practice, lecturer performance may be enhanced, as evidenced by the certification and promotion processes to functional roles (Okolie et al., 2020)

Determination of Target Lecturers and Mentors through Online/Offline Mentoring

The implementation of this research determines two target lecturers based on problems, namely, D1, who is 50 years old, has been an expert assistant since 2019, has an S2 education level, and has yet to be certified as an educator. Then, D2, who is 35 years old, has been an expert assistant since 2019 at the S2 education level and has yet to be certified as an educator. The two lecturer targets were selected based on the problems and needs in the PGSD Ubhara Jaya Study Program. The development of improving the academic position of lecturers is in the spotlight to become a superior study program supported by superior human resources as well. The lecturers who are targeting performance improvement are as follows.

Table 3. Target Lecturers in Ubhara Jaya PGSD Study Program

No	Lecturer	Certification	Academic Position	Years of service	Age
1	D1	Not yet	Asisten Ahli	Five years nine months	50 years old
2	D2	Not yet	Asisten Ahli	Five years, nine months	35 years old

Source: PGSD Study Program Document (2023)

Based on the needs analysis, the two targeted lecturers have the potential to experience an increase in academic positions and pass lecturer certification through regular mentoring. Training is essential, and lecturers can be given guidance and mentoring to increase academic levels and self-improvement. D1 lecturers are now working with appropriate officials who are subject-matter D1 lecturers are still revising sijali submissions in managing academic positions

through mentoring by relevant officials who are experts in this field. D1 lecturers are eligible for prerequisites but still need one TKDA requirement, so they are not eligible to participate in the certification program. Meanwhile, D2 lecturers in the mentoring process have increased, namely graduating TKDI with satisfactory grades, eligible lecturer certification, and assessing lecturer certification assessors. As for the mentoring process, there are obstacles, such as the following:

> *D1 lecturers may be due to age and a lack of self-motivation, so it does not give full attention to the lecturer certification process and academic promotion (M1).*
> *In D2 lecturers, it is a little easier to provide brainstorming and motivation for self-development. It can be seen that the process and completion of meeting the SRDOS prerequisites are just waiting for the next announcement process (M1).*

In the process, D2 lecturers are directed to follow the TKDA mentoring process and progress with passing the TKDA PLTI exam. While D1 lecturers are given the motivation to take part in the TKDA mentoring program but have yet to give a positive response, it can be seen that the motivation of D1 lecturers could be better. Work motivation significantly impacts lecturer performance, apart from a supportive work environment.

Systematic monitoring

Researchers also observed the process being carried out in collaboration with relevant officials at the study program and faculty levels. The monitoring process is carried out as follows.

Figure 2. Flow of Monitoring Implementation of the 3 Miles Stone Improvement Model

Other programs based on the 3 miles stone improvement model are training and workshops based on needs, supervision of inputs, processes and program outputs and follow-up/follow-up (Thant & Chang, 2021). This model is implemented to provide changes to universities, specifically in terms of attention to lecturer development, where university leaders provide support from various aspects to fulfil their role as policymakers that lead to excellence. It was found that there was a change in the last semester where of the two targeted lecturers, one had passed lecturer certification, and one had been promoted to an academic position. This modThe may be applied in other educational institutions, such as schools, for educational progress supported by superior human resources.

The results of this study show that most PGSD lecturers at Bhayangkara University in Greater Jakarta are in the productive age range, which is between 30-40 years. In terms of education, most lecturers are currently pursuing doctoral education (S3) or have completed it. These findings show great potential for improving lecturer performance through continuous competency development. However, there are internal obstacles, such as low motivation, the initiative of

lecturers to develop their self-development, and the lack of financial support from the study program. The data also shows that some lecturers still need adequate academic positions, reflecting the need to improve lecturer career management.

Related concepts and theories identified from the international literature support the findings of this study. For example, Okolie et al. (2020) survey emphasizes the importance of developing lecturers' competencies and academic qualifications to improve educational performance and quality. In addition, Lee & Chiu (2022) points out that institutional support in the form of policies and funding is critical to motivate lecturers to develop their professional competencies. This is in line with the findings that support from Bhayangkara University in the form of study permits and financial assistance can encourage lecturers to take further study opportunities and attend relevant training.

This research's contribution lies in implementing the "3 Milestone Improvement" model designed to improve the performance of lecturers at Bhayangkara University. This model identifies lecturer performance problems and provides solutions through systematic stages, ranging from coaching young lecturers and needs analysis to monitoring and evaluation. The implementation of this model has shown positive results, with several lecturers completing doctoral education and earning educator certification. This research also provides strategic recommendations for other educational institutions to adopt a similar model to improve the performance and competence of lecturers.

CONCLUSION

Based on the findings and discourse outcomes, to build a superior study program, support from superior human resources, namely qualified lecturers, is also needed. Indicators of education levels, academic positions, and being certified as educators are one concrete form of lecturers who have carried out the tridarma well and pay full attention to career development as professional lecturers. In this study, the results of implementing 3 improvement Milestones were obtained as lecturer progress in developing their competencies (academic promotion and lecturer certification). If in percentage it increases by 50%, the targeted lecturer will later 2024 experience an academic promotion and be certified as an educator. Implementing the 3 Milestone improvement model at this stage still requires the support of policymakers. It will impact the development of lecturers who are supported by adequate finances. The *reward and punishment system* as a follow-up has quite an impact on improving the performance of PGSD UbharaJaya lecturers.

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