Improving The Ability of Lecturers in The Field of Research at FITK IAIN Syekh Nurjati Cirebon

Aris[1] Mahdi[2] Apriyanda Kusuma Wijaya[3]
IAIN Syekh Nurjati Cirebon, Indonesia[1,2,3]
Email: arissuherman@gmail.com[1] mahdi@syekhnurjati.ac.id[2]
apriyandawijaya@syekhnurjati.ac.id[3]

Abstract

The policy of coaching the improvement of lecturer performance at the Faculty of Tarbiyah is: a) providing learning opportunities for lecturers at the S2 and S3 levels; b) seminars/*workshops/ workshops* on improving academic abilities, increasing research skills and community service, increasing interest in reading and writing, improving work ethic and campus manners; c) Training/courses on improving the quality of lecturer performance and d) involvement of lecturers in setting institutional quality standards and performance improvement programs. One of the factors causing the low interest of lecturers to conduct research is due to lack of information and understanding of problems related to technical research and c) community service activities are still not optimally carried out, this can be seen from the findings that only a few lecturers carry out community service activities. There are several factors that affect the performance of lecturers, namely: a. Supporting factors ; which includes: 1) support from the leadership of both institutions and faculty leaders as well as cohesiveness and togetherness between lecturers; 2) the existence of policies and objectives of the institution to develop the quality of lecturers; 3) the amount of interest of lecturers to develop and improve the knowledge and skills of lecturers. b. Inhibiting factors include: 1) limited budget financial support that can be provided by IAIN Syekh Nurjati Cirebon institution to finance all further education needs for lecturers; 2) the institution has not been able to provide and provide maximum technical equipment assistance such as laboratories and others; 3) the development of similar universities in various places, and 4) lack of coordination with related institutions, so that good communication and cooperation do not occur.
Keywords: Lecturer Performance, Field of Research, FITK

INTRODUCTION

The role of Higher Education in the development of science and technology does not only come from the contribution of quality graduates, but also from the results of research that are relevant to scientific development and development needs in society. Higher education has a tradition of making quality a very important thing to put forward. But today there is a tendency that universities are a little bit away from it in line with the increasing demands of society for the existence and accountability of universities. One of the prerequisites for the successful functioning and management of Higher Education lies in the existence of a good relationship between the institution of higher education and the community. That relationship should be based on the principles of academic freedom and the needs of society. This means that academic freedom is essential for the maintenance of higher education institutions as a community that has the freedom to seek and display creative and critical functions in society. While universities can and must play the role of the rules they make, the quality and independence of universities themselves should be prioritized (Supriadi, 2020).

Accountability must be seen in Higher Education graduates, and responsible to the community to assess and determine the system and institution of Higher Education in responding to fundamental changes that may occur in the future. For that there are four factors

that must receive fundamental attention for universities. (1) What is expected and needed from Higher Education for the needs of the community, (2) What factors will affect the needs and expectations of the community for Higher Education in the future, (3) The extent to which the performance of Higher Education can meet the needs and expectations of the community and (4) is there a gap and solution between the performance of Higher Education and the needs of the community (Supriadi, 2020).

Issues about relevance are closely related to College graduates, such as Professional Education, General Education, Teacher Education and Entrepreneurship (Wijaya, 2022). The need for relevance has received attention and is increasingly important in line with the demands of society's need for the availability of graduates who are able to learn skills that are not only job seekers but are able to create jobs in a changing society. It is a phenomenon that the government will not continue to allocate funds for universities, without the universities showing accountability. With its status, universities must be encouraged to be more innovative in developing new approaches in management and learning practices. Higher Education leaders must certainly be able to manage the funds obtained and use them in accordance with the development needs of the University itself. This will further encourage the University to find solutions to the funding problems it faces by using its assets properly (Sulastri, 2016).

The condition of higher education certainly depends a lot on its staff, both teaching staff in this case lecturers, researchers and administrative. And please note that the contribution of teaching staff in this case lecturers is an important factor for the development of Higher Education. Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service (Mulyani, 2017). Higher Education, lecturers are one of the main needs. Lecturers are like driving machines for everything related to scientific and academic activities. Without lecturers, it is impossible for an Educational Institution to be called a College or University, the thing that is sought first is lecturers. After the doses are determined, a university is established and not the other way around. Such is the importance of these lecturers that not a few universities have become famous for the fame of the lecturers who work in them. Several universities in Europe and America have become famous in the world because they have qualified lecturers and professors.

The position of universities, lecturers greatly determines the quality of education and graduates produced by the university, in addition to the general quality of the university itself. If the doses are of high quality, then the quality of universities will also be high, and vice versa. No matter how good the education program is, if it is not supported by high-quality lecturers, it will end in unsatisfactory results. Therefore, to run a good education program, qualified lecturers are needed (Aldo, 2019). By having high-quality lecturers, universities can formulate modern programs and curricula to ensure the birth of prestigious and quality graduates (Adha, 2021). On that basis, the professional development of lecturers is an important effort in order to improve the quality of higher education. Lecturers are one of the essential components in an Education system in Higher Education (Agus, 2020). The role of lecturers' duties and responsibilities is very important in realizing the goals of national education, namely educating the nation's life, improving the quality of Indonesian people, including the quality of faith and piety, noble morals and mastery of science, technology and art, and realizing an advanced, just and prosperous and civilized Indonesian society. To carry out these functions, roles and very strategic positions, professional lecturers are needed. As mandated in Law No. 14 of 2005 concerning teachers and lecturers. Lecturers are declared as professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service (Mulyani, 2017)

Academic qualifications of lecturers and various aspects of performance are one of the determining elements of the authority of lecturers to teach at an education level. In addition, mastery of lecturer competence is also a determining requirement for teaching authority. The competence of educators, especially lecturers, is defined as a set of knowledge, skills and behaviour that must be possessed, lived, mastered and realized by lecturers in carrying out their professional duties (Bayu, 2021). These competencies include pedagogic competence, personality competence, social competence and professional competence. The competence of lecturers determines the quality of the implementation of the Tri dharma of Higher Education as shown in the professional activities of lecturers. Lecturers who are competent to carry out their duties professionally are lecturers who have pedagogic, professional, personality and social competencies needed in the practice of education, research and community service (Puspitasari, 2019; Agustin, 2018)

The lecturer profession is a special field of work that is carried out based on the following principles: (1) have talents, interests, vocations and idealism, (2) have a commitment to improve the quality of education, faith, piety and noble morals, (3) have academic qualifications and educational background in accordance with the field of duty, (4) have the necessary competencies in accordance with the field of duty, (5) have responsibility for the implementation of their professional duties, (6) obtain income determined in accordance with work performance, (7) have the opportunity to develop their professionals on an ongoing basis, (8) have legal protection guarantees in carrying out their duties and (9) have professional organizations that have the authority to regulate matters related to the duties of the teaching profession. Professional empowerment of teachers and lecturers is carried out through self-development carried out democratically, equitably, non-discriminatory and sustainable by upholding human rights, religious values, cultural values, national pluralism and professional codes of ethics (Mulyani, 2017). One of the state universities is IAIN Syekh Nurjati Cirebon Together with other universities bear the duties and responsibilities to improve the quality of Indonesian human resources. IAIN Syekh Nurjati Cirebon aims to produce graduates who have faith and piety to God Almighty, have personality and noble character as well as scientific and professional skills. Indonesia's development places IAIN Syekh Nurjati Cirebon in an important and strategic position. This goal is in line with the goals of national development, namely to create a complete Indonesian person who has faith and piety and masters science.

In the midst of the new paradigm of Higher Education, the problems faced by IAIN Syekh Nurjati Cirebon are increasingly complex. The direction of higher education policy must now be supported by knowledge and technology, especially technology and information. The emphasis of higher education development programs in Indonesia includes: (1) structuring the education system, (2) improving the quality and relevance of higher education to the world of work and (3) increasing equity of opportunities to obtain higher education (Winarsih, 2017). Furthermore, in order for IAIN Syekh Nurjati Cirebon graduates to be able to compete with the labor market, the entire academic community is required to openly realize the extent of the consequences and implications that will be experienced by IAIN Syekh Nurjati Cirebon as a religious university if it does not respond to strategic issues in the era of globalization and the era of technological development. In line with the policy and strategic direction of development in the field of Education which focuses on equal opportunity, relevance, quality, efficiency and future Education paradigms, IAIN Syekh Nurjati Cirebon is determined to play its strategic role in the future as an Islamic higher education institution and aspires to participate in developing the quality of human resources who have expertise in the fields of science and technology but remain in and not uprooted from religious values.

RESEARCH METHODS

Research on the performance of lecturers in the field of research must be applied in order to implement the Tri Dharma of Higher Education at the Faculty of Tarbiyah and Teacher Training IAIN Syekh Nurjati Cirebon. This research uses a qualitative method approach. This approach is carried out to find and describe inductively various trends in higher education management to support the teaching and learning process. Given this, the use of qualitative approach is seen as the most appropriate method because it has characteristics that are in accordance with the characteristics of the research to be carried out. The location of the study is the Faculty of Tarbiyah and Teacher Training IAIN Syekh Nurjati Cirebon, as the basis for his consideration that the Faculty of Tarbiyah and Teacher Training is an Islamic Education Institution where the researcher is one of the teaching staff at the Faculty. The source of this research data consists of two parts; a. Sunber primary (main) data are in the form of: (1) the situation of the lecturer research process, (2) Faculty leaders and LP2M as supervisors of the process of conducting lecturer research both at the department and study program levels, (3) lecturers as researchers both at the department level and at the study program level. b secondary or supporting data sources, namely everything that is considered to support primary data, including: (1) official documents in writing about the Faculty of Tarbiyah, (2) regulations and academic guidelines of the Faculty known to lecturers and students. The determination of the number of research respondents is taken by purposive sampling, although the number of respondents can increase during the research process (*snow ball sampling).* The determination of individuals as respondents is based on the weight of information needed because it is considered to contain high meaning as a source of information.

RESEARCH RESULTS AND DISCUSSION
Research Result

Lecturer competence is described as a basic characteristic of a lecturer who uses the deepest part of his personality and can influence his behavior when he faces work, and ultimately affect the ability to produce his work performance. From these limitations, competence is a specific, rational appearance as the harmony and selection of knowledge, skills, and abilities required by the job task to achieve the goals that have been set successfully. The competence of a lecturer's skills and knowledge tends to be seen, because it is on the surface. Skill competencies are developed through experience or training, while knowledge competencies are developed through formal education and position growth which is shown in the ability to carry out tasks according to their professional expertise and authority.

The competence of self-concept, disposition, and motives is more hidden, deeper, and acts as a source and personality that is certainly more difficult to develop. Self-concept competence is strongly influenced by one's beliefs both related to faith and other beliefs. Self-concept competencies developed through a system that can provide trust, will positively affect character or mentality and demonstrate values that can encourage increased responsibility and honesty. Thus, it can be concluded that the concept of competence shows the character of attitudes, behavior, will, and ability to carry out professional duties based on science and has implications for skills. While self-concept competence is relatively stable when facing situations or conditions at work, formed from a combination of disposition, self-concept, and motives as an integral part of a person's knowledge and skills in accordance with his professional authority. Performance assessment is carried out with a formal and structured system that measures, assesses, and influences traits related to work, behavior, and results to determine productivity and the ability to work with each other so that the organization benefits. Performance assessment is grouped into: a. evaluations that emphasize comparisons between

individuals; b. development that emphasizes changes in a person over time; c. system maintenance; and d. documentation of human resource decisions. Performance assessment in goal achievement depends on how far the organization manages to align and integrate performance appraisals with strategic goals (Adhan, 2019 ; Adhiwiyati, 2020).

Lecturers as effective leaders, need to pay attention and know: a. the strength of competing institutions seen and in terms of popularity, market, technology, products, and ability to compete; b. strong capabilities and linkages between the company and similar fields in general; c. good personal reputation in the relevant field; d. strong person abilities and skills, such as the ability to analyze, decide, think, sympathy, and so on; e. high value of integrity and respect for other parties, both individuals and groups; and f. have high motivation, self-confidence, and energy. That is, intellectual talents and desires as important capital must already exist in the lecturer. Thus assessing the performance of lecturers in a formal and structured system is to measure, assess, and influence the characteristics related to work, behavior, and results to find out how productive, and whether they can cooperate with each other or more effectively so that universities benefit and perform these lecturers. Kineria lecturers describe the flexibility of movements, rituals, and work sequences systematically in accordance with procedures so that results that meet the requirements of quality, speed and quantity are obtained.

The development of lecturers is mostly done through organizations or institutions, and has not been widely known through self-initiative. Self-development is an activity to develop new knowledge, skills, or changes in behavior that result in improved self-appearance and organization, especially those related to one's duties and work. From this explanation, it can be affirmed that self-development by lecturers in universities is focused on the importance of intellectual growth and development that can be done through learning programs or training activities. Everyone through self-motivation can develop knowledge, competencies, skills, and behaviors that are appropriate to their work. Self-development is broader than training, because it includes communication, interpersonal skills, from other areas that are broader than training. Everyone, including managers and executives and lecturers as teaching staff in universities, can do self-development, while training is usually more prioritized for new employees or do not have adequate task field competencies.

Coaching develops rapidly because with this can be developed the professionalism of practitioners so that the creation of professional standards for human resource development can be formulated. Now practitioners have conducted various evaluations and finally formulated that self-development should be based on personal needs as well as organizational needs. However, self-coaching is very beneficial for improving the performance of the organization and the personnel themselves. Therefore, the emergence of awareness for employees to do self-development is strongly influenced by the role of superiors, even in some organizations it is the responsibility of human resources. Pedagogical competence or the ability of lecturers to manage learning is the backbone of the success of the educational process in higher education. This pedagogical competence is related to good and appropriate teaching methods, so that the learning process can run smoothly and effectively. A lecturer, in addition to having expertise in his scientific field, must also master theories and teaching techniques and their application in the learning process in higher education. Therefore, increasing ability in this field is the main thing in the professional development of lecturers.

Therefore, lecturers need to be given training in the use of various kinds of information technology available today, ranging from computers, television, telephone, *video conferencing*, to the internet world. The development of the ability to utilize information technology is needed in educational planning, especially those related to analysis, design, implementation,

management, to educational instructional evaluation. For the development of information technology capabilities, several things are needed such as the availability of technological facilities and equipment, both in the form of computers, videos, projectors, internet equipment, and so on. Availability of contents and materials related to the method of using information technology to support teaching methods and implementation of educational curriculum. Organizing training for lecturers on how to use these information technology tools, so that in time they can teach them also to students. Thus, the learning process will take place more effectively and professionally (Wijaya, 2023).

The management system of universities is different from management in other institutions. In the college environment there are different communities that are interrelated, namely students, lecturers, employees, and workers. They are all arranged by the leadership. Similarly, the management model applied in a university changes based on the development of the university. Management in newly established colleges is different from management in advanced colleges (Herawati, 2019). To support the management ability of lecturers, it is necessary to provide intensive and continuous training on general management/ administration, higher education administration/management, educational strategy formulation, basics of educational planning, curriculum management, decision making, personnel administration/management, human resource management, conflict management, program preparation and implementation, public relations, and so on.

To improve the ability of lecturers in formulating the curriculum, it is necessary to hold activities in the form of meetings, both seminars, workshops, and others, which aim to update the knowledge of lecturers about the latest developments in certain disciplines. That knowledge will be their provision in formulating a good curriculum. Training on how to plan teaching materials. This task is fairly difficult, especially for new lecturers. But it is very important because it can help lecturers organize their teaching grids, such as objectives, content, models, strategies, evaluations and teaching references. Training on how to design a teaching material plan based on the goals and targets of each subject matter, as well as the elements of the teaching plan. Meetings, whether seminars, workshops, or others, held after the curriculum update with the intention of unifying perceptions among lecturers about effective methods and ways to run the curriculum to succeed as expected. With the meeting, there will be harmony between the new curriculum and the development of knowledge of lecturers.

Some indicators that are generally used to assess the scientific productivity of a lecturer are the number and quality of scientific publications, awards and recognition of their scientific work and integrity, and the level of scientific activity, such as membership in scientific institutions and participation in seminars, workshops and other scientific activities. Among the programs that need to be implemented to develop the scientific productivity of lecturers is training in scientific research methodology and ethics with all its aspects, especially those related to the disciplines of each lecturer group. Provision of facilities and facilities needed for research, such as computers, laboratories, complete libraries, and so on. Setting the teaching load of lecturers so that they have the opportunity to write books, attend seminars, or do all the research processes. Support funds or help connect with institutions that can finance their research projects. However, some education experts suggest programs that need to be done by lecturers in order to boost their potential and abilities. These programs encourage lecturers to participate as often as possible in seminars or conferences related to their scientific disciplines, both at national and international levels. Conduct comparative studies to universities or other educational institutions at home and abroad to find out and learn from the experiences of these other educational institutions. Trying to form a kind of association of experts or professional organizations in their scientific fields to then hold scientific activities and publish scientific

journals. Develop national and international training programs and research projects in collaboration with scientific institutions at home or abroad. Utilizing cooperation that has been established with national and international institutions in the context of internationalization of higher education and service to humanity in general. Related to personal ethics, a lecturer is required to love the truth and always try to find new truths, tolerant of differences of opinion, fair, honest and responsible.

In accordance with the Tridharma of Higher Education, lecturers of the Faculty of Tarbiyah have three main tasks that are closely related to one another. The first task is related to education and teaching, the second task is research, and the third task is community service. It seems that, for most lecturers, the first task is the main task, although other tasks are also not forgotten. Of the three tasks, the focus of this discussion is the first task, namely education and teaching. In general, the main problems faced by lecturers are: a. Lecturers who are not ready to face various changes; b. Limited access to up-to-date material and c. Limited insight and learning skills. Tarbiyah Faculty lecturers have an important role in learning, even without lecturers, learning will also occur. This important role is related to the task of lecturers as facilitators, who prepare conditions conducive to learning. This role will be carried out well, if lecturers are able to: master learning materials well, understand student characteristics and needs, manage educational learning, and develop their personality and professionalism (Aris, 2023). In detail, this ideal ability will be reflected in the situational decisions taken by lecturers when designing learning and transactional decisions they take when carrying out learning The performance of lecturers in class and outside the classroom will be able to determine whether lecturers act as facilitators, or simply as teachers, however, general observations show that these expectations have not been fully realized. Student-focused learning approaches/ strategies, among others, are active learning approaches that assume learning only occurs if active learning individuals are optimally engaged intellectually, emotionally, and physically. Constructivistic approach, which assumes that learning should be given freedom in constructing meaning based on experiences already had. A cooperative and collaborative approach that gives learners the opportunity to work together and share responsibilities with their peers. The experiential learning approach, which assumes that learning is a cycle, starts from concrete experience, observation and reflection, conceptual abstraction, and active experimentation in other situations.

Discussion

Faculty of Tarbiyah should involve lecturers in designing student-focused learning models. In this connection, a small group of lecturers from the same field of study can be formed. Disseminate the model developed by the lecturer, if it turns out that the model is quite effective. Enriching the repertoire of student-focused learning strategies, as well as those that present learning experiences that vary according to the competencies to be formed. Lecturers are equipped with various learning models and are asked to analyze these models, try them, and report the results of their application. Periodically provide opportunities for lecturers to design / develop their own learning models in accordance with their respective fields of study. Competitively introduce new perspectives in the learning component, including the assessment component, leading to "life-long learning", through various activities. Encourage lecturers to conduct learning research, especially through Classroom Action Research. In this way, various innovations in learning from lecturers are expected, so that the commitment to implement them will be higher. Therefore, it is considered necessary to overcome lecturers who are not ready to face various changes. Efforts that need to be made by the Faculty of Tarbiyah in fostering lecturer performance and need to be considered include:

a. Quality of Teaching Performance. The needs of supporting courses such as laboratories, workshops, libraries, experimental gardens, and so on, are an inseparable part of lecture service activities. The instrument indicates quality, that is, whether the teacher has met the required standards or not. The course is the spearhead and product of the College. In order for the teaching quality for each course to remain consistent, a solid team facilitated by the department and faculty is needed. Teaching carried out by lecturers has been weighted in the form of semester credit units, the arrangement consists of achievement targets and time provided. Teaching services require professional handling, because it is a measure of high and low quality of education, and strategic value for each course.

b. Quality of Thesis or Thesis Guidance Performance. Thesis guidance is a service that must be a serious concern for every supervisor. This guidance is needed by students so that they get scientific unity from each course studied. Theoretically and practically, they are also expected to conduct research in order to write a thesis.

c. Quality of Academic Advisor Performance. Systemically, the position of academic advisor is very strategic and positive. But realistically, the contribution of academic advisors to the completion of student studies takes place bureaucratically, because there is an encounter between subordinates and superiors. As a result, the use of academic advisory services by students is more driven by the reason of simply fulfilling the requirements for submitting a study plan every semester. Such work patterns need to be reformed so that the presence of academic advisors is really part of improving the quality of educational products.

d. Quality of Administration Service Performance. The administrative implementation unit of Higher Education organizes technical and administrative services which include academic administration, financial administration, general administration, student administration, planning administration, and information systems. Administrative services have an important role to support the smooth running of Higher Education activities. According to applicable regulations, the head of the administrative implementation unit is appointed by and reports directly to the head of the university.

e. Quality of Research Performance. Darma research in Higher Education is carried out by lecturers as a development of science and operationalization of scientific autonomy. Research is carried out in accordance with the field of science taken care of by each lecturer. The results of lecturers' research are then published through seminars, workshops, publications, and others. Meanwhile, research by students is carried out at the end of lectures which are reported in the form of a thesis. These students will defend their thesis as the final part of their course.

f. Quality of Community Service Performance. After the research, the next step is community service. This is done by lecturers and students as a form of application of research results and innovative efforts that benefit the wider community. This community service is carried out as much as possible in accordance with the disciplines of lecturers and students. The function of community service focuses on the efforts of universities in motivating, participating, and supporting community development through the real use of science and technology or philosophy by the academic community.

g. Higher Education Cooperation. Cooperation begins with determining targets, dividing responsibilities, determining the field of each task and its targets, determining where the task is carried out, and determining units or groups according to the field of work. Everything is distributed to work teams that have been arranged in such a way, and each work team carries out activities competitively to produce quality products.

h. Faculty Level Work Team. The position of faculty that nurtures various disciplines needs to make meaningful contributions on a regional and national scale with regard to the

disciplines of each faculty. For the purposes of performance quality and graduate quality, a strong team facilitated by the faculty is needed so that every year it can produce new innovations that are useful for the wider community and students studying at the university.

i. Department Level Work Team. The specifics of each department have their own meaning for students and the wider community. Intense competition between majors requires the department to introspect and improve itself at all times, while maintaining the required quality. Therefore, in each department, a solid team is needed and able to anticipate all obstacles so that quality is maintained.

j. Study Program Level Work Team. The study program as an inseparable part of the department needs to explore more specifically so that the study program becomes a program that remains useful and needed. It is necessary to prevent the emergence of signals that say there is a saturated program because it is not beneficial to the community. In order for the program to remain useful, a team is needed that is always able to make adjustments to various updates and changes so that the study program continues to exist and quality.

Tarbiyah Faculty lecturers are one of the resources that have not been utilized optimally, especially in the implementation of the tridhrama of higher education, research and community service. One dharma that is no less important among the other two dharmas is the dharma of research. One of the factors causing the low interest and interest of Tarbiyah Faculty lecturers to conduct research is due to lack of information and understanding of issues related to education, as well as the lack of ability to analyze the field of study they are studying. The research of Tarbiyah Faculty lecturers should be carried out twice a year. Lecturers are required to take part in this research. Research materials include materials on tarbiyah problems, formulation of research problems, research frameworks, research methods covering sample populations, data analysis techniques, budget proposal techniques and report writing techniques (Chidir, 2021). Findings in the field found various problems including missed schedules, incorrect final results etc. Viewed on the other hand, the application of the concept of quality will greatly improve the overall research system. For the Faculty of Tarbiyah should do the following: a. Looking for research objects that are practical, applicable and properly mastered; b. Trying to get research results that compete well in the market; c. Products with the best specifications and effective and efficient work.

For the Faculty of Tarbiyah who already In collaboration with the industrial/government community, the profits of funds can be distributed to further improve their work performance which also has a positive impact on educational and research activities and community services (Nento, 2017; Permana, 2020). An example is the purchase of instrumentation or equipment for research purposes that can also be used by students in completing their final assignments or by the field of community service in their assignments. Must be pursued by the Faculty of Tarbiyah, among others: a. The first cooperation, technically successful and memorable; b. The impression of harmonious cooperation; c. Partner feels the need and is confident that his/her needs will be met. In the field of research activities in the framework of the tri dharma of higher education, the Faculty of Tarbiyah wants results that: a. Meet contract specifications and schedules; b. Pass acceptance tests well; c. Utilized and has more value than others; d. Provide profit; e. More value, sophistication and more researchers involved; f. Positive interaction with the field of education; g. Research capabilities are constantly improving (Zoromi, 2018).

Efforts that should be made by the Faculty of Tarbiyah: a. Prepare a research management system plan that regulates activities in the framework of the tri dharma; b. Between the leaders and staff of the research implementation have the same perception in working; c. In each case (research project) clarity of specifications in the contract must be ensured with the funder; d.

Organizing seminars for research conducted and scientific publications improved qualitatively and quantitatively; e. Organizing seminars and workshops on the implementation of research and management work, especially for prospective researchers and other staff involved in it (Kusuma, 2017). The Head of Department should need to encourage and assist lecturers in activities to increase lecturer knowledge in their fields of science and related fields of science as provisions in research activities. Increased experience in research activities, for example through training, research internships, actively participating in research activities, conducting independent research activities. Search for information from various sources about research opportunities, procedures for submitting research proposals, funding assistance and facilities. Follow the latest publications in their fields of science for the provision of scientific journals by the department. Publish research results in scientific journals. Active participation in seminar activities on research results in their fields of science, scientific findings and others (Tafanao, 2021). Pioneering and establishing cooperation with various parties in research activities. Communication with researchers in their fields, both within the university itself and from outside including from abroad. Appreciation for lecturers who excel prominently in research activities (Razak, 2016).

Coaching strategies can result in products that are competitive with competitors, *produceability*, and flexible. A good management strategy process results in management products that are competitive with competitors and subsequently the strategy can be developed especially with regard to ideas, processes and quality (Purnamasari, 2017) . First, the product of the coaching strategy. Through its products and services, the institution creates added value for its customers. Products and services must be able to meet customer needs and expectations better than those provided by competitors. The type of product and how to process the product must be considered because it has an impact on processing. Likewise in terms of efficiency and quality. This sector must pay attention to competition, productivity, flexibility, and products that can support competitors, especially the ability to satisfy customers (Mudjihartono, 2010). Second, the strategy of the coaching process. Products and services are the result of development and production processes that support each other. The framework of structure and form of expertise, determines the time cycle, flexibility, budget efficiency, and quality that customers crave. In terms of the coaching process strategy, what must be considered is the quality, efficiency, flexibility, and enthusiasm of very high services. Third, *coaching development*. An institution should always develop key products, processes, and employee skills. For example, institutions can develop key products by finding and selecting new markets and customer segments, then intentionally designing products specifically for them. This will not only affect the processing time required, but also encourage the development of employees' ability to learn and understand customers. These capabilities include the main idea of the product, process and competition.

CONCLUSION

The policy of coaching the improvement of lecturer performance at the Faculty of Tarbiyah is: a) providing learning opportunities for lecturers at the S2 and S3 levels; b) seminars/*workshops/workshops* on improving academic abilities, increasing research skills and community service, increasing interest in reading and writing, improving work ethic and campus manners; c) Training/courses on improving the quality of lecturer performance and d) involvement of lecturers in setting institutional quality standards and performance improvement programs. There are several factors that affect the performance of lecturers, namely: a. Supporting factors ; which includes: 1) support from the leadership of both institutions and faculty leaders as well as cohesiveness and togetherness between lecturers; 2)

the existence of policies and objectives of the institution to develop the quality of lecturers; 3) the amount of interest of lecturers to develop and improve the knowledge and skills of lecturers. b. Inhibiting factors include: 1) limited budget financial support that can be provided by IAIN Syekh Nurjati Cirebon institution to finance all further education needs for lecturers; 2) the institution has not been able to provide and provide maximum technical equipment assistance such as laboratories and others; 3) the development of similar universities in various places, and 4) lack of coordination with related institutions, so that good communication and cooperation do not occur.

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