

Policy Diversity on Lecturer Professionalism: A Literature Review of National, Institutional, and Global Policies

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Abstract. The professionalism of lecturers is a crucial factor in ensuring the quality of higher education. Various policies have been implemented at various levels—national, institutional, and global—to regulate and improve the professionalism of lecturers. This article aims to systematically examine various forms of policies that contribute to the formation of lecturer professionalism. The data in this research were analyzed using a thematic approach by reviewing and coding relevant literature, policies, and reports from 2015–2024 to identify patterns in how different policies affect lecturer professionalism. The results of the study show that the diversity of policies reflects the dynamics of higher education needs that continue to develop, ranging from certification demands, tridharma performance, and internationalization of education to sustainable development. This article emphasizes the importance of synergy between national policies, institutional strategies, and adaptation to global trends to support lecturer professionalism holistically.

Keywords: Lecturer Professionalism, Higher Education Policy, Literature Review, Lecturer Quality, MBKM

Introduction

In an era of global transformation marked by the rapid development of information technology, the industrial revolution 4.0, and socio-cultural disruption, the professionalism of lecturers has become a strategic issue that cannot be ignored. These changes require the world of higher education to continue to adapt and innovate, while lecturers, as the main actors in the educational process in higher education, are in a central position to answer these challenges (Apriani, 2016). The role of lecturers today is no longer limited to teaching activities alone but has developed into learning facilitators, researchers, contributors in community service, curriculum developers, and even agents of social change who bring academic values into the wider community (Harahap et al. 2023). Thus, strengthening the professionalism of lecturers is the main prerequisite for improving the quality of higher education as a whole.

The professionalism of lecturers includes various dimensions: adequate academic qualifications, mastery of pedagogic competence, professional ethics, the ability to conduct scientific research and publications, and contribution to community service as part of the implementation of the Tridharma of Higher Education. According to Yusuf and Wijaya (2024), efforts to improve the quality of lecturers can only succeed if they are supported by policies that are systemic, consistent, and oriented toward sustainable development (Suban, 2020; Atmaja, A. P., & Azis, A., 2019). This policy covers structural aspects, such as certifications, academic career paths, and incentives; professional, substantial aspects such as competency and capacity

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development; as well as cultural aspects that create a healthy, collaborative, and innovative academic climate. However, there is still limited integrative research that systematically maps the diversity of policies across national, institutional, and global levels in shaping lecturer professionalism—this creates a significant research gap. Most existing studies tend to focus on single policy domains or limited institutional scopes without exploring their interconnections.

This article addresses that gap by offering a comprehensive review that brings together various policy levels into a unified analytical framework. The urgency of discussing this topic is increasingly evident when reality shows that there is a fairly wide gap between policy idealism and implementation in the field. There is a diversity of lecturer professionalism policies at the national, institutional, and global levels (Yurtseven, N. & Dulay, 2022). In Indonesia, for example, the existence of Law Number 14 of 2005 concerning Teachers and Lecturers and various derivative regulations has indeed provided a solid legal framework, but its implementation is often faced with the challenges of limited resources, administrative bureaucracy, and disparities between universities (Torabzadeh, S., & Tavassoli, K. 2021; Taghizadeh, M., & Hajhosseini, F. 2021). On the other hand, the globalization of education requires lecturers to compete internationally in terms of the quality of research, publications, and participation in global scientific forums. Therefore, it is important to identify how these various policies are present and responded to by institutions and individual lecturers in empirical reality.

This research aims to examine the forms and varieties of policies that regulate and encourage the professionalism of lecturers, with a focus on the national policy framework in Indonesia, institutional policies in universities, and policy dynamics in the global context. This diversity of policies reflects differences in ideological orientation, institutional capacity, and intervention of external actors such as accreditation institutions, professional organizations, and job market demands (Fadhli, M. 2020). By understanding the context, structure, and substance of the policy as a whole, it is expected that there will be a comprehensive mapping that is not only able to explain the factual situation but also serve as the basis for formulating a more effective, responsive, and equitable policy strategy for all lecturers in Indonesia. In addition, the results of this study offer a novel synthesis of fragmented literature and can contribute to the development of scientific discourse and sustainable higher education policy practices.

Materials and Methods

This study uses a qualitative approach with the library research method (Creswell, J., 2018) to explore and analyze various literature and documents relevant to policies regarding lecturer professionalism. This method was chosen because it allows researchers to gain an in-depth understanding through analysis of existing theories, previous research, and policies related to operational management in schools. In addition, literature research can find out more about the professionalism of lecturers and their impact on student achievement and the quality of education. The results are expected to contribute to the development of evidence-based education theory and policy.

This study uses primary and secondary data sources. Primary sources include books, journals, research reports, and scientific articles on the professionalism of lecturers, which provide theoretical foundations and empirical findings. Secondary sources include government reports from the Ministry of Education, especially regarding lecturer performance reports from various studies. In detail are as follows:

1. National and international journal articles (2015–2024)
2. Indonesian government regulatory documents (Law, Permendikbud, Permenristekdikti)
3. Institutional guidelines of the college
1. Reports from accreditation institutions and higher education organizations

The selection of data sources is based on relevance, timeliness, and quality. The source must be related to national, institutional, and global policies regarding lecturer professionalism

to provide a comprehensive picture. The data used must have been published within the last five years to ensure conformity with the current conditions in Indonesia. Only accredited journals, recognized textbooks, and reports from credible institutions, such as the Ministry of Education and the Ministry of Finance, are used. These criteria ensure the reliability, validity, and relevance of research results for in-depth and applied analysis.

Among them, data sources are obtained from:

1. National and international journal articles (2015–2024)
2. Indonesian government regulatory documents (Law, Permendikbud, Permenristekdikti)
3. Institutional guidelines of the college
4. Reports from accreditation institutions and higher education organizations

First, literature searches are carried out through academic databases such as Google Scholar, JSTOR, and ScienceDirect, focusing on higher education management theory, lecturer professionalism development, as well as policies related to recruitment, career development, and lecturer performance evaluation in various regions in Indonesia. The literature review was then focused on documents that discussed the diversity of institutional and national policies in shaping the professionalism of lecturers, especially in universities located in remote or disadvantaged areas. In addition, this study collects documentation and statistical data from reports from the Ministry of Education, the Ministry of Finance, and LLDIKTI to obtain an overview of policy implementation and resource distribution that affect lecturer performance and capacity development (Ministry of Education and Culture, 2020). This procedure ensures the availability of valid and comprehensive data to analyze the extent to which policy diversity can support the improvement of lecturer professionalism in the context of higher education in Indonesia.

In analyzing qualitative data, a thematic approach is used to explore the meaning of the diversity of policies that emerge in each domain. This process is carried out through repeated reading of the documents and data that have been collected, then a coding process is carried out to mark variations in formulation, implementation, and the impact of policies on lecturer professionalism. Differences between policies, in terms of objectives, implementation strategies, and results achieved, are analyzed in depth to uncover the dynamics that occur between policy levels. Thus, the analysis not only focuses on the textual content of policies but also considers the social, geographical, and institutional contexts that influence the diversity of those policies.

Results and Discussion

Results

Lecturer professionalism in Indonesia is influenced by policies at the national, institutional, and global levels. Each level sets different priorities—from standardization and certification to institutional innovation and global competitiveness. The following table summarizes the main focus, key policies or programs, and challenges associated with each level.

Table 1.
Policy Level

Policy Level	Main Focus	Key Policies/Programs	Observations & Challenges
National	Standardization and certification	- Law No. 14 of 2005 (minimum qualification: S2/S3) - Permendikbud No. 3/2020 (SN-Dikti standards) - Lecturer certification (Serdos)	- Uniform standards established - Limited access to training and further study - Incentive disparities remain an issue
Institutional	Local innovation and professional development	- Lecturer workload assessment (BKD) - Training, research collaboration, and publications - Performance-	- Highly varied by institution - PTNBH-status universities are more flexible - Institutions with limited resources struggle to

		based incentives (e.g., grants, promotions)	implement comprehensive strategies
Global	Internationalization and competitiveness	- Pressure to publish in Scopus/WoS - Global research collaboration - International curricula and programs - Participation in global certification/training	- Requires global skills (digital literacy, communication) - Cross-cultural competencies are essential - Gap in international exposure for lecturers in remote regions

The table summarizes the diversity of policies influencing lecturer professionalism at national, institutional, and global levels. It highlights the key focus areas, representative policies or programs, and the major challenges observed in each domain. This structured overview helps clarify how policy interventions differ in scope and implementation, and how these differences affect the professional development of lecturers across various contexts.

Discussion

The results of this study show that lecturer professionalism policies in Indonesia are formed through the complex interaction between national regulations, institutional policies, and global demands. Regulations from the central government, such as Law No. 14 of 2005 and Permendikbud No. 3 of 2020, have established formal standards related to qualifications and the implementation of the tridharma. However, in its implementation, the policy has not been fully able to answer the challenge of equitable access to professional development, especially in universities in disadvantaged areas. On the other hand, institutional autonomy allows the emergence of various internal strategies, such as BKD evaluations, lecturer training programs, and productivity-based incentives. Institutions with PTNBH status tend to be more adaptive and flexible in implementing these policies than universities with limited resources. In addition, the trend of globalization encourages lecturers to respond to the demands of internationalization through global publications, cross-border research collaborations, and mastery of digital literacy and cross-cultural communication. Although the policy direction shows progressivity, challenges such as gaps between institutions, high administrative burden, and policy discontinuity between the central and regional governments still hinder the process of strengthening the professionalism of lecturers as a whole. These findings affirm the importance of a more adaptive, contextual, and sustainable policy approach in order to be able to answer the real needs of lecturers at various levels and regions.

Lecturer Professionalism and Quality of Learning and Research

According to Murni and Burhanudin (2017), the professionalism of lecturers has a direct influence on the quality of learning and research in higher education. They emphasized that lecturers' competencies must include mastery of the field of study, students' understanding, skills in educational learning, and abilities in personality development and professionalism. One of the crucial competencies is the mastery of research methodologies that not only support research activities but also enrich learning materials in the classroom (Trihantoyo, S., & Wulanda, 2024).

Professional lecturers not only rely on teaching materials from books but can also present the latest knowledge based on the latest research results. This has implications for more contextual learning and encourages students to think critically, innovatively, and be able to solve real problems (Jafar, M. 2024).

However, the real challenge is the lack of time and support for research activities due to the high teaching load. Institutional policies that facilitate "task redistribution" and incentives for research are needed so that the role of lecturers as researchers can be optimal.

Professionalism and Professionalization of Lecturers from the Perspective of the Development Phase

In the professor's inauguration speech, Wardoyo (2022) described the concept of four phases of lecturer professionalism based on the Hargreaves model, namely: pre-professional, autonomous professional, collegial professional, and post-professional. Each phase shows the level of maturity of professionalism and a shift in the lecturer's approach to his role. In the collegial phase, lecturers begin to be active in teamwork and cross-disciplinary collaboration, while in the post-professional phase, lecturers are already in a reflective, democratic, and transformative phase.

Wardoyo also emphasized the importance of distinguishing between professionalism and professionalization. Professionalism refers to the attitude, ability, and competence of lecturers, while professionalization is related to structural aspects such as promotion, compensation, and formal recognition. He pointed out a paradox: increased professionalism is not always followed by increased professionalization, especially in the early phases of a lecturer's career. This can reduce the motivation of young lecturers if it is not accompanied by a fair and development-oriented reward policy.

International experience also demonstrates the importance of ongoing training and professional certification as part of career development. Countries such as Germany, Finland, and Japan even require periodic training as an indicator of academic advancement (Hutagaluh, O. 2022). In Indonesia, this practice is still limited and has not been fully integrated into the lecturer performance management system. By examining all the sources used in this study, there are a few important things to note:

1. The professionalism of lecturers is multidimensional: it includes aspects of knowledge, skills, attitudes, ethics, and dedication to self-development and institutions.
2. National and institutional policies are not fully synchronized, especially in terms of coaching and appreciating lecturers' performance.
3. The phase of professional development, as stated by Hargreaves, is relevant to mapping the position and needs of lecturer coaching at each stage of their career.
4. Professionalization policies must go beyond just administrative and encourage an ecosystem of community-based professional development, collaboration, and academic ethos.

The practical implication of these findings is the need to develop a professional life-cycle management system (career life cycle approach), which provides contextual support following the phase of lecturer professional development.

Conclusion

Based on the analysis of all sources used in this study, it can be concluded that lecturer professionalism is a multidimensional concept, covering aspects of knowledge, skills, attitudes, ethics, and dedication to self-development and institutions. However, the findings show that policies at the national and institutional levels are not fully aligned, especially in the aspect of coaching and giving appreciation for lecturer performance. The framework for professional development, as stated by Hargreaves, has proven to be relevant in mapping the position and needs of lecturer coaching at each stage of their career. Therefore, professionalization policies need to go beyond a mere administrative approach and be directed at building an ecosystem that supports sustainable professional development through community, collaboration, and strengthening academic ethos. The practical implication of these findings is the importance of developing a lecturer management system based on the career *life cycle approach*, which is able to provide contextual support according to the phase of lecturer professional development.

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