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The Role of Educators and Education Personnel in Increasing the Quality of Education in STKIP Weetebula, Indonesia

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Abstract The purpose of this study was to analyse the role of educators and education staff in ensuring quality education and the results of the strategy for developing educators and education staff at STKIP Weetebula. This research method is a descriptive qualitative method with a case study technique. Data collection techniques are observation, interviews, and documents. The research results show that the role of educators and education staff in improving the quality of education at STKIP Weetebula is very influential. Teachers at the school successfully follow the rules of the Education Act, according to which educators are professionals whose job is to plan and carry out the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for educators at tertiary institutions.

Keywords: Educator; Education Personnel; Education Quality.

INTRODUCTION

Educators are the main subject in implementing the education and learning process, which is the core of educational activities [1]. Educators, who are teachers, lecturers, learning assistants, tutors or instructors, have an essential role in the learning process [2]. Although currently, the technology that can be utilised in the learning process is developing very quickly, the part of educators cannot be replaced by technology.

The function of educators as educators and teachers for students cannot be replaced by technology [3]. In addition to educators, education personnel (principals, supervisors, library staff, administrative staff) have an essential role in ensuring the quality of education, where education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in academic units [4].

In higher education, the standard used is the National Higher Education Standard contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020. The national standards in education include components such as Graduate Competency Standards, Learning Content Standards, Learning

Process Standards, Learning Assessment Standards, Lecturer and Education Personnel Standards, Learning Facilities and Infrastructure Standards, Learning Management Standards and Learning Financing Standards. Similarly, the national research and community service standards have eight standards, as in the education standards.

The standards of educators and education personnel need attention from the management of higher education institutions because they are agents of change in the world of education. According to Law No 20 of 2003 concerning the National Education System, educators are professionals tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service.

Specifically, the duties and functions of educators are based on Law No 14 of 2005, namely as learning agents to improve the quality of national education, developers of science, technology and art, and servants to the community. Educators and personnel in the education process play an essential role, especially in managing learning administration for students and educators in a

higher education institution, as a form of the administration itself.

The role of educators towards students in an institution of higher education is still dominant and crucial for the implementation of higher education.

Educators must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and be able to implement national education goals [5]. The educational qualifications referred to above are the minimum level of education that must be met by an educator, as evidenced by a diploma and/or certificate of relevant expertise by applicable laws and regulations.

Education personnel are educational support personnel who carry out administration, management, development, supervision and technical services to support the educational process in academic units within an institution [6]. Cooperation and shared responsibility between educators and education personnel are needed to improve the quality of higher education. So it is not only lecturers who are involved in implementing the tri dharma of teaching [7], but also the involvement of education personnel is needed [8, 9]. Higher education institutions require this to improve the quality of education, including STKIP Weetebula.

Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Weetebula (further – University) is a private university under the Nusa Cendana Education Foundation (YAPNUSDA). It is located in Weetebula, Southwest Sumba Regency, East Nusa Tenggara. The presence of the University as an educator-producing institution is the answer to the great need for teachers who meet the academic qualifications as mandated by Law Number 14 of 2005.

The University started its service in 2013. It has operated 7 study programmes: Elementary School Teacher Education, Indonesian Language Education, Mathematics Education, Physics Education, Catholic Religious Education, Science Education, and Pre-school Teacher Education.

The University has a vision of "Making STKIP Weetebula a Higher Education Institution that produces professional teachers who can set an example, build willingness and develop students' creativity". Answering this vision requires hard work from the entire academic community, namely educators, education staff and students. Educators and education personnel must take

the proper role to achieve quality education. The part of educators and education personnel will be seen from how the formulation of policies, division and delegation of tasks, programmes and implementation of these roles in achieving institutional goals and quality education according to established national standards.

As an educational institution that produces teachers, the University must guarantee the quality of its education to produce professional educator graduates. To achieve the goals of its vision, the University must have qualified educators and education personnel and contribute to each other according to their duties and responsibilities.

Based on the description of the background of the problem above, researchers are interested in examining how the role of educators and education personnel in improving the quality of education at STKIP Weetebula.

METHOD

The approach used in this research is qualitative. The type in this research is a case study in this approach. Descriptive and in-depth data will be produced in the field, namely about the role of educators and education personnel in improving the quality of education at the University.

The data sources in this research are primary data and secondary data. The preliminary data in this study is the role of educators and education personnel in ensuring the achievement of quality education. Primary data sources are data sources obtained by digging up sources directly from informants, recording the primary data sources through interviews or observations obtained through the combined efforts of seeing, listening, and asking questions received from the primary data sources, namely: the head of the University, the Vice Chairmen, the Head of LPM, Educators and Education Personnel and Students. Secondary data in this study are books, journals, and articles related to the research topic regarding the role of educators and education personnel in improving the quality of education at the University.

Data collection techniques in this study went through several stages: observation, interviews, and documentation. Data analysis is done by organising data, breaking it down into units, synthesising it into patterns, choosing which ones are important and which ones will be studied, and making conclusions that can be told to others.

RESULTS AND DISCUSSION

Based on the results of the analysis conducted by researchers, the general description of the role of educators and education personnel at the University still needs to fulfil the requirements as mandated by Permendikbudristek No. 3 of 2020.

Part 6 of the Permendikbudristek in articles 28 and 29, which regulates the standards of lecturers and education personnel, explains that lecturers must have academic qualifications and teaching competencies, be physically and mentally healthy, and be able to provide education to fulfil the learning outcomes of graduates.

Article 29 paragraph 8 and article 32 paragraph 1 regarding the criteria or requirements for lecturers who teach at higher education institutions must have academic qualifications of at least a Master's degree or an applied Master's degree relevant to the study programme. Likewise, education personnel must have the lowest academic qualifications of graduates of the Diploma 3 programme as stated by a diploma by the capabilities of their primary duties and functions, except administrative personnel who are at least high school graduates or the equivalent.

Judging from the Permendikbudristek above, according to the results of observations and interviews conducted, the role of educators and education personnel in supporting educational activities at STKIP Weetebula shows that it could be more optimal. Several educators (lecturers), especially in the PAUD study programme, must improve their competence by providing scholarships and coaching to improve their quality and professionalism according to their duties and functions.

This is based on what was conveyed by the head of the University:

"The need to improve the quality of human resources for education and education personnel so that the ratio of lecturers to students in PAUD studies programmes can be fulfilled. Then fostering young lecturers and implementing minimum service standards is still lacking. This is due to the unavailability of all standard service documents, and the measurement of service standards has not been running continuously and optimally; (SPMI and AMI) and many others. And these problems are being addressed, and we are improving again to comply with standards that refer to the ministry of education, culture, research and technology regulations to support higher education that is

more qualified and able to compete with other universities".

The same thing was also conveyed by Vice Chair, who said:

"There are several teaching human resources (Lecturers) and education personnel (Staff) at the University that need to be improved, especially the ratio of lecturers to students in the PAUD study programme. For other study programmes, we can say that it is good and according to standards. For this reason, with the development of human resources carried out continuously, this University can compete with other universities that are far more advanced so that they can provide better quality education services".

Supporting the implementation of quality education services at the University is indeed inseparable from the role of educators (Lecturers) and education personnel (Staff) who are professional. The University's quality lecturers and administrative staff must also have competence and ability in their respective fields. This is a significant factor in achieving organisational goals. The existence of a human resource development programme for educators and education personnel can help human resources become more qualified. University provides S2 and S3 scholarships and coaching in terms of participating in training activities held at the national and international levels.

The University needs to continue to make efforts to foster and improve the competence of lecturers regularly. Increasing the competence of lecturers also aims to develop the quality, insight, skills and professionalism of lecturers in a directed and sustainable manner. Similarly, educational staff, as valuable assets that play a significant role in determining the development of the University, also receive guidance through a structured competency improvement programme to encourage the professionalism and quality of academic staff according to their positions.

The quality of lecturers and staff can be improved in various ways. Staff and lecturers are allowed or included in multiple training activities to develop competence. It is also necessary to conduct comparative studies or internships at other universities. There needs to be an awareness to lead and establish themselves in research and service from the lecturers, considering that the three dharmas of higher education are mutually supporting and presupposing (integral). Con-

tinue to encourage lecturers to take further studies. The professionalism of lecturers must always be maintained and improved.

Regarding the dharma of research and service for lecturers, it is recognised that there is a need for innovative research and service. Research and service should also be open to crossing study programmes. To achieve this, lecturers must feel obliged and participate in conducting competitive research and service both on campus and outside on a national and international scale.

The overloaded workload of lecturers is also considered to be one of the obstacles for lecturers to maximise their performance. Therefore, the workload of lecturers in everyday situations (lecturers are enough) needs to be adjusted so that the three dharmas can run in balance. Adding and completing textbooks in the library is also a factor that is very helpful for lecturers in preparing and developing their teaching materials.

Internal factors that must always go hand in hand with external things are the willingness from within oneself to want to change and develop oneself. Another thing that is also felt to be quite influential in performance is the welfare of the lives of lecturers and staff (paying attention to the salaries of lecturers and staff). It is also necessary to pay attention to communication between individuals in the institution. Information flow must be delivered transparently and systematically. Existing policies need to be well socialised, and critical thinking space needs to be opened and held regularly to discuss togetherness, performance, and periodic evaluations. It is necessary to build solid cooperation with partners both domestically and abroad.

In improving the quality of human resources, especially lecturers, the University provides scholarships to lecturers to continue their studies to S2 and S3 levels. In addition, funds for the education of lecturers are also obtained from cooperation with partners who support the University, such as Misereor / KZE, APTIK and Government Institutions such as the Ministry of Religion, Ministry of Education and Culture. The data shows that the University has developed teaching resources and education personnel through scholarships to provide opportunities for educators to continue their education at a higher level. The seriousness of the University in developing teaching and education resources to improve the

quality of education in each study programme can be seen in Table 1.

Table 1 – Data on Masters and Doctoral scholarships based on Study Program

No	Study program	Academic year							Total
		15	16	17	18	19	20	21	
1	Elementary School teacher			2		3	2	1	8
2	Indonesian language		2	2				1	5
3	Physics					1	1		2
4.	Mathematics	1			4	1			6
5.	Catholic religion					1		2	3
6.	IPA	1		1				2	4
7.	PAUD	2	3			1			6
Amount		4	5	5	4	7	3	6	34

Table 1 shows the development of the number of educators awarded scholarships from 2015 to 2021.

Several problems need to be addressed to improve the University's human resources. These problems are

- 1) Status of permanent and non-permanent employees;
- 2) Some lecturers, even though they have permanent status but do not have NIDN;
- 3) Some lecturers, even though they have permanent status but do not have functional positions;
- 4) Many lecturers do not have a doctoral degree;
- 5) Many lecturers do not have lecturer certification;
- 6) Many lecturers and education personnel have yet to experience regular career advancement.

The head of the University conveyed the problems mentioned above:

"To overcome the human resources problem, coaching must be done to educators and education personnel at the University and providing scholarships to continue their studies to S2 and S3 levels to increase their competence. Another thing is coaching in the form of training organised at the national and international levels. The activities include scientific writing training, financial training, leadership training and comparative studies.

The development programme of teaching human resources (Lecturers) and education personnel (Staff), such as scholarships, and coaching training activities, is undoubtedly the hope of University institutions to have professional and quality teaching human resources (Lecturers) and education personnel (Staff).

Based on what was conveyed by one of the students at the University said:

"As one of the students studying at the University, the lecturers and staff are very enthusiastic about working. They serve us extraordinarily, sir, so we need something that has no difficulty. Lecturers, when teaching, we as students are rapid to respond and understand the material given, or maybe because now there are many lecturers and staff with S3, S2, and S1. The point is that, in general, the lecturers and staff on our campus are performing well sir. Still, the hope is that in the future, lecturers and staff need to develop their human resources again".

The same expression was also conveyed by student Sumarni Ibrahim saying:

"Yes, in my opinion, at the University so far, the lecturers have played an active role, are disciplined and always encourage us as students. Activities in the classroom during lectures we also feel very fast to respond and understand the material provided. Still, on the other hand, along with technology development, it is good that lecturers and staff must develop their knowledge again".

As a material for improving the quality of the University's student services, the role of educators (Lecturers) at the University will undoubtedly provide student satisfaction with student services in the field of reasoning, the area of interests and talents, the field of career guidance and entrepreneurship, the field of guidance and counselling, the field of scholarships, health, academic fields, proposals, signature and document approval, virtual and face-to-face education, and even the language politeness of lecturers with students.

On average, 55% and 24% of the 554 respondents who filled out the service satisfaction questionnaire stated that they were satisfied with the student services provided, except for satisfaction with education services which stood at 63%.

23% of students expressed dissatisfaction with scholarship services. An average of 17% and 3% of the total respondents were dissatisfied and very dissatisfied with the student services provided, respectively. From the total respondents, it was informed that the student affairs service with the highest level of satisfaction was the reasoning service (63%). In comparison, the service with the highest dissatisfaction was the scholarship service (23%). The satisfaction story is significant, but improving service quality must remain a priority.

In serving, politeness is crucial. Respondents' answers to questionnaires filled out by students showed that 29% and 60% of the 554 respondents stated that they were delighted with the politeness of the language of lecturers/staff in serving.

The role of lecturers and staff must be taken seriously based on what is described. Because the supporting factors, in addition to adequate facilities and infrastructure, also need quality human resources. Therefore, the University once a year provides scholarships to lecturers and education personnel (staff to continue S2 and S3), a coaching programme for lecturers and staff, and training is included at the national and international levels. University students' satisfaction proves that the role of educators (Lecturers) and education personnel (Staff) shows that 29% and 60% of 554 respondents stated that they were delighted and satisfied with the language politeness of lecturers/staff in academic services.

CONCLUSIONS

The role of educators and education personnel in improving the quality of education at STKIP Weetebula is very influential in improving the quality of education; better this is based on Law no 20 of 2003 concerning the national education system article 39, paragraph 2. Educators are professionals tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators at tertiary institutions.

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