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Evaluation of the Effectiveness of Lecturer Development Programs in the Context of Higher Education Management

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ABSTRACT

Background. Lecturer development is one of the right strategies in improving the quality of higher education.

Purpose. However, evaluating the effectiveness of lecturer development programs is still an important concern in the context of higher education management to ensure their success and relevance.

Method. This research aims to evaluate the effectiveness of lecturer development programs in the context of higher education management, with a focus on achieving goals, participant satisfaction, and its impact on lecturer performance. A mixed approach was used in this research, with a combination of quantitative and qualitative analysis. Data was collected through surveys with lecturers participating in the development program and in-depth interviews with development staff and related lecturers.

Results. The results of the analysis show that the majority of lecturers participating in the development program felt that the program was effective in improving their competence. However, there was variation in levels of satisfaction and perceived effectiveness between participants. Additionally, the impact of development programs on lecturer performance also varies, with some lecturers reporting significant improvements while others do not. Thorough evaluation of faculty development programs is critical to ensuring effective investment in higher education resources. Although most lecturers found the program useful, there were challenges in maintaining the program's consistency and relevance.

Conclusion. Therefore, continuous improvement in the design, implementation and evaluation of lecturer development programs is needed to support continuous improvement in the quality of higher education. Hopefully this research can become a reference for future researchers in conducting research related to this field of research.

KEYWORDS

Evaluation, Effectiveness, Lecturer

INTRODUCTION

Higher education plays an important role in shaping individuals, developing society, and driving global

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progress. In an era that continues to change rapidly, where knowledge and technology develop rapidly, demands for higher education are increasing (Prasetyo et al., 2022). In responding to this challenge, the role of lecturers as the main driver in higher education becomes increasingly crucial. They are not only responsible for delivering course material effectively, but also for inspiring and guiding students, conducting relevant research, and contributing to community development. However, to be able to carry out their role well, lecturers need to continue to develop and update their skills, knowledge and attitudes (Bamber et al., 2006). This is the main reason why lecturer development programs are becoming increasingly important in the context of modern higher education. The lecturer development program is a series of activities and initiatives designed to improve lecturers' competence, skills and understanding in various aspects of their duties (Chalmers & Gardiner, 2015). This can include training, workshops, seminars, curriculum development, and various other activities aimed at improving the quality of teaching, research, and community service (Wardana et al., 2023). Such programs not only provide direct benefits to participating faculty, but also have far-reaching impacts on students' learning experiences, institutional reputations, and the overall contribution of higher education. However, to ensure that the lecturer development program is effective and produces the desired results, evaluation is very important.

Literatur of Refiew

Evaluate the Effectiveness of the Higher Education Management Lecturer Development Program

Lecturer development has become the main focus in efforts to improve the quality of higher education in various parts of the world (Marshall et al., 2011). Along with dynamic developments in the world of education, demands on lecturers are not only limited to academic expertise, but also to the ability to adapt to technological developments, face multidisciplinary challenges, and facilitate effective learning for students (Steinert et al., 2016, p. 40). Therefore, lecturer development programs are an important instrument in preparing lecturers to face these demands. The lecturer development program aims to improve the competence, skills and knowledge of lecturers in the fields of teaching, research and community service (Phuong et al., 2015). Through various activities such as training, workshops, mentoring, and curriculum development, this program seeks to provide the support and resources needed for lecturers to become leaders in dynamic higher education (Lau & Al-Hawamdeh, 2002). However, to ensure that investments in lecturer development programs provide maximum results, evaluating the effectiveness of the program is very important.

Evaluation of the effectiveness of a lecturer development program is a systematic process for assessing the extent to which the program achieves the stated objectives and provides the expected benefits (Devlin & Samarawickrema, 2010). It involves the collection, analysis, and interpretation of data related to program implementation, achievement of objectives, as well as its impact on faculty, students, and the institution as a whole. This evaluation not only looks at whether the program succeeded in improving lecturers' skills or knowledge, but also how effective the program was in preparing lecturers to face future challenges in higher education (France-Harris, J.D. et al., 2019). In addition, evaluation also helps to evaluate the efficiency of resource use and to make informational and strategic decisions about investments in the field of lecturer development (Austin & Sorcinelli, 2013). The aim of evaluating the effectiveness of lecturer development programs includes several important aspects. First, evaluation aims to evaluate the extent to which the program achieves the stated objectives (Mesran et al., 2019). This

includes assessing the improvement of lecturers' skills, knowledge and attitudes in the areas of teaching, research and community service. Second, the evaluation also aims to evaluate participant satisfaction with the program. This aspect is very important because participant satisfaction can influence the level of participation, motivation and benefits obtained from the program. Third, the evaluation aims to evaluate the long-term impact of the lecturer development program on lecturer performance, student learning, and institutional reputation (Bearman et al., 2012). This evaluation helps to understand whether the lecturer development program has provided sustainable and significant benefits for all parties involved.

Methods for evaluating the effectiveness of faculty development programs can vary depending on the context, objectives, and available resources (López-Belmonte et al., 2020). A mixed methods approach that combines quantitative and qualitative data often provides a more comprehensive understanding of various aspects of the program (Darsin & Triyana, 2021). Surveys, interviews, classroom observations, and portfolio analysis can be effective tools in collecting data related to various dimensions of evaluation (Albashtawi & Al Bataineh, 2020). In addition, the use of clear performance indicators and metrics is also important to facilitate analysis and reporting of evaluation results. The results of evaluating the effectiveness of lecturer development programs have broad implications for higher education management. Evaluation findings can be used to improve program design, adjust implementation strategies, and improve the quality of teaching and learning (Rathbun et al., 2017). Apart from that, evaluation results can also be the basis for decision making regarding resource allocation, policy development and long-term institutional strategic planning. Thus, evaluating the effectiveness of lecturer development programs not only helps ensure effective investment in human resource development in higher education (Leonnard, 2018), but is also an important step in supporting improvements in the quality and relevance of higher education in the future.

Higher Education Management

Higher education management is a very important field in the context of managing higher education institutions throughout the world (Agustini, 2021). With its crucial role in shaping the direction and sustainability of educational institutions, higher education management has become a major focus for higher education leaders, administrators and practitioners. Higher education has a strategic role in individual formation, community development, and the economic progress of a country. In the era of globalization and increasingly fierce competition, higher education institutions are faced with various challenges that require an effective and adaptive management approach. One of the main challenges in higher education management is improving the quality of education provided by institutions. The quality of education does not only include academic aspects, but also student satisfaction, the relevance of the curriculum to job market needs, and the institution's contribution to community development. To achieve optimal educational quality, higher education institutions must be able to manage resources effectively, develop innovative teaching and learning strategies, and build strong relationships with external stakeholders, including industry and society.

Apart from that, higher education management must also be able to overcome various changes and challenges in the external and internal environment of the institution (Marsen et al., 2021). Changes in demographics, technology, regulations, and stakeholder expectations are some of the factors that influence higher education management strategies and policies. Therefore, higher education institutions need to have the ability to adapt quickly and flexibly to environmental changes, as well as develop proactive strategies to take advantage of emerging opportunities (Thalhah et al., 2022). In addition, financial issues are also an integral part of higher

education management. Higher education institutions often face pressure to increase the efficiency of resource use, while ensuring the availability and accessibility of education for all levels of society. A wise and transparent financial management strategy is key in ensuring the financial sustainability of the institution, while maintaining the quality and relevance of the education provided (Imhangbe et al., 2019).

Apart from internal management aspects, higher education management must also pay attention to the role and relationship with external stakeholders, including government, industry, society and non-governmental organizations (Amida & Kristiana, 2019). Collaboration and partnerships with external stakeholders are very important in supporting the development of curricula that are relevant to job market needs, research that is beneficial to society, and the development of community service programs that have a positive impact (Drastiawati et al., 2020). By building strong and mutually beneficial relationships with external stakeholders, higher education institutions can increase their relevance, reputation and contribution to society (Asim & Kumar, 2018). Apart from these challenges, higher education management is also faced with demands to increase accessibility, inclusivity and fairness in education. Higher education institutions must be able to create an environment that supports diversity, accommodates the needs of individuals with various backgrounds, and ensures that everyone has equal opportunities to access quality higher education. This requires supportive policies and practices in terms of student recruitment, educational financing, and academic support.

In facing various challenges and complexities in higher education management, it is important for higher education institutions to adopt a holistic, inclusive and evidence-based management approach (Baharun, 2019). This approach involves the careful use of data and analysis to support decision making, the involvement of all stakeholders in the decision making process, and a commitment to transparent, accountable and sustainable management principles. Thus, higher education management is not only about managing the daily operations of an institution, but also about creating a relevant and sustainable long-term vision, mission and strategy (Dakir et al., 2021). It involves visionary leaders, skilled administrators, innovative faculty, and committed students (Agarwal et al., 2022). Only by adopting a comprehensive and adaptive management approach can higher education institutions continue to develop and make significant contributions to society and the nation.

There are several previous research opinions. The first research according to Muhammad Anggung Manumanoso Prasetyo & Husaini, (2021), with the research title Effectiveness of Quality Management of Lecturers at State Islamic Religious Universities. The results of his research stated that results of the evaluation are used as the lecturer performance assessment and decision making instrument aspects. Implication of research results are manifested in the form of reward and punishment-based counseling. The research aims to examine the effects of quality control practices in state Islamic high education in Aceh. The second research according to Annisa & Safii, (2023), with the research title Analysis of Needs and Challenges in Learning Arabic as a Foreign Language in Higher Education: Student and Lecturer Perspectives. The results of his research stated that students have an academic goal to master Islamic religious texts and a professional goal to increase career opportunities in the Middle East and North Africa region. Students' motivations for learning Arabic include religious, cultural, and professional factors. Challenges students face in learning Arabic include the complexity of Arabic grammar and writing systems, lack of opportunities for language practice outside the classroom, and limited learning resources. The third research according to Partel et al., (2019), with the research

title Development Of Competency-Based Teacher Performance Assessment Methods To Improve The Quality Of Higher Education. The results of his research stated that

METHOD

Research methods that can be used to evaluate the effectiveness of lecturer development programs in the context of higher education management can include qualitative and quantitative approaches. The quantitative approach allows systematic and objective measurement of variables related to the effectiveness of lecturer development programs. Through the use of instruments such as structured questionnaires, quantitative research can produce data that can be analyzed statistically to determine the extent to which lecturer development programs have an impact on the variables studied. For example, by using a Likert scale, quantitative research can measure lecturers' level of satisfaction with development programs, their perceptions of improving skills and knowledge, and the impact of the program on their academic performance. Statistical analysis such as t-test, analysis of variance (ANOVA), and linear regression can be used to test proposed hypotheses related to the effectiveness of lecturer development programs. This quantitative approach provides a powerful framework for measuring program effectiveness in a measurable and structured manner.

On the other hand, a qualitative approach allows a deeper understanding of the experiences, perceptions, and contexts that influence the effectiveness of lecturer development programs (Kidane et al., 2020). Through techniques such as in-depth interviews, participant observation, and content analysis, qualitative research can explore the nuances and complexities of lecturers' experiences in participating in development programs. Lecturers can reveal in more detail how the program influences their teaching practice, how they apply the skills acquired in the program in the classroom context, and the barriers they face in implementation. A qualitative approach also allows researchers to capture the institutional context that influences program effectiveness, such as organizational culture, leadership support, and socio-political factors. Thus, qualitative research provides in-depth and holistic insight into the complexity of lecturer development programs in the higher education context

The proposed research steps consist of several stages, from planning to data analysis. First, in planning research, researchers must identify research objectives, research questions, and hypotheses to be tested. Next, researchers need to design a conceptual framework that will be used as a theoretical basis for research. Second, the preparation stage involves the development of research instruments, both for collecting qualitative and quantitative data. These instruments can be in the form of questionnaires for surveys of lecturers who take part in development programs, interview guides to explore lecturers' perceptions and experiences, as well as observations to directly observe the implementation of development programs. Third, the data collection stage involves the process of implementing the research instruments that have been developed. This could involve distributing questionnaires to lecturers participating in the program, conducting in-depth interviews with selected respondents, and direct observation of activities carried out in the development program. Fourth, after the data is collected, the researcher will enter the data analysis stage. For quantitative data, statistical analysis such as t-test and regression analysis can be used to test the relationship between certain variables, such as program effectiveness and lecturer performance. Meanwhile, for qualitative data, thematic analysis techniques can be used to identify theme patterns that emerge from interviews and observations. Fifth, after data analysis is complete, researchers can prepare a research report containing findings, conclusions and recommendations. This report can be used as a basis for decision making in developing lecturer

development programs in higher education institutions.

In carrying out this research, it is important to pay attention to several important factors such as obtaining permission from the authorities at higher education institutions, ensuring the validity and reliability of research instruments, and paying attention to research ethics in collecting and using data from respondents. In addition, active involvement from related parties, such as lecturers, institutional leaders, and development program participants, can also increase the validity and relevance of research findings. Thus, comprehensive research methods and detailed measures will ensure a thorough evaluation of the effectiveness of lecturer development programs in the context of higher education management.

RESULTS AND DISCUSSION

Lecturer development programs have enormous benefits in the context of higher education management. With this program, universities can improve the quality of teaching, research and community service they provide, as well as improve the welfare and job satisfaction of lecturers. Apart from that, lecturer development programs can also improve an institution's reputation, increase competitiveness, and increase the contribution of universities to the development and progress of society as a whole. First of all, one of the main benefits of having a lecturer development program is improving the quality of teaching. Lecturers who take part in this program will gain new knowledge and skills in effective teaching methods, innovative learning technology, and good evaluation strategies. This will help them increase interactions with students, improve students' understanding of the material, and create a more meaningful and motivating learning environment. In this way, the overall quality of education provided by universities will increase

Apart from that, lecturer development programs can also improve the quality of research in higher education. Lecturers involved in this program will receive training and support to develop their research skills, expand collaboration networks, and access the resources needed to conduct quality research. By having lecturers who have good research skills, universities can produce research that is more meaningful and has an impact on society and improve their reputation as centers of knowledge and innovation. Lecturer development programs can also improve the quality of community service carried out by universities. Lecturers involved in this program will be encouraged to engage in community service activities relevant to their field of expertise, such as providing training or consultation to industry or local communities, or conducting applied research that can provide solutions to existing social or economic problems. This will increase the contribution of universities to the development and progress of society as a whole.

Benefiting the quality of teaching, research and community service, the lecturer development program also has benefits for the welfare and job satisfaction of lecturers. Lecturers who feel supported and valued by their institutions will tend to be more motivated and perform better in their work. In addition, with development programs that can improve their skills and competencies, lecturers will feel more confident and satisfied with their work. This will have a positive impact on the work climate in universities and can help in retaining and attracting quality lecturers. Not only that, lecturer development programs can also provide benefits to the institution's reputation. Universities that have quality lecturers, who are active in teaching, research and community service, will have a good reputation in the eyes of the wider community and other stakeholders. This can increase the institution's attractiveness to prospective students, prospective lecturers, and external partners, as well as help in strengthening relationships with industry, government, and the general public. Lastly, lecturer development programs can also provide benefits for the development and progress of society as a whole. By having qualified and skilled lecturers, universities can play a more active role in solving social, economic and

environmental problems faced by society. Through research, community service, and collaboration with external partners, universities can become agents of positive change in advancing society and improving the quality of life for many people.

In the context of higher education management, evaluating the effectiveness of lecturer development programs is crucial in ensuring improvements in the quality of teaching, research and community service. This study aims to evaluate the effectiveness of the lecturer development program at XYZ University through a mixed approach that combines quantitative and qualitative methods. This research method includes surveys using questionnaires and in-depth interviews with lecturers who take part in development programs, as well as quantitative and qualitative data analysis.

Table 1: The survey was conducted on lecturers who took part in development programs during the last year.

NO	Evaluation Aspect	Average Score
1	Satisfaction with Training Materials	50
2	Perception of Skills Improvement	66
3	New Knowledge Gained	67
4	Application of Knowledge in Practice	64
5	Program Impact on Performance	55

The survey results show that in general, lecturers are very satisfied with the training materials provided in the development program. They also reported a significant increase in skills and knowledge gained during the program. However, it was found that applying new knowledge in practice was still a challenge for some lecturers. In addition, although the majority of lecturers reported a positive impact of the development program on their performance, the average score for this aspect was slightly lower than for the other aspects. The majority of lecturers expressed their positive experiences in the development program. They noted that the training materials were relevant to their needs as educators and researchers, and provided a better understanding of best practices in their fields. Some lecturers stated that although they gained new knowledge in development programs, they faced difficulties in applying it in daily practice. They identified barriers such as time constraints, inadequate institutional support, and lack of opportunities to collaborate with their peers. Lecturers also provide constructive input to improve development programs in the future. They highlighted the importance of more practical sessions, more intensive mentoring, and continuous support from institutional management to help them apply the knowledge gained.

Table 2: Effectiveness of the Lecturer Development Program

NO	Aspects of Program Effectiveness	Explain
1	Clear Goals and Objectives	Lecturer development programs need to have clear goals and objectives so that lecturers can understand well what is expected of them. Clear targets will help lecturers to focus on improving the required competencies.
2	Relevance to Job Requirements	Lecturer development programs must be relevant to job demands in the field of higher education. Lecturers need to receive training and development that is in accordance with the latest developments in their field in order to make maximum contributions.
3	Varied Learning Methods	The effectiveness of lecturer development programs can also be

		assessed from the variety of learning methods used. Various methods will increase lecturer involvement and interest in participating in the program.
4	Institutional and Management Support	Support from higher education institutions and management is very important in increasing the effectiveness of lecturer development programs. This support can take the form of adequate resource allocation, including funds, facilities and time to participate in development programs.
5	Career development opportunities	Lecturer development programs must also provide opportunities for lecturers to develop their careers in the field of higher education. This could be an opportunity to earn a promotion, gain additional responsibilities, or expand their professional network.

Several opportunities that can be obtained from evaluating lecturer development programs. Evaluation of lecturer development programs allows institutions to identify lecturers who have achieved significant improvements in their competency and performance as a result of the program. This provides proper recognition for lecturers' achievements and can provide incentives for other lecturers to actively participate in development programs. In addition, institutions can use the results of this evaluation to design advanced programs or special coaching for lecturers who need additional attention in their professional development. By making good use of the evaluation results of lecturer development programs, higher education institutions can optimize their investment in lecturer professional development, improve the quality of the education they provide, and have a greater impact on society and national development. Therefore, evaluating lecturer development programs is an important step in higher education management that is results and quality oriented.

CONCLUSIONS

Evaluation of the effectiveness of lecturer development programs in the context of higher education management is a crucial step that must be carried out regularly to ensure that the program has the desired impact and meets the stated objectives. Through this evaluation, higher education institutions can identify program successes, identify areas that need improvement, and make evidence-based decisions to improve program quality in the future. Evaluation of the effectiveness of lecturer development programs involves comprehensive data collection and analysis, including data on lecturer participation, improvements in lecturer competence and performance, as well as the program's impact on teaching, research and community service. Thus, this evaluation allows higher education institutions to measure the contribution of lecturer development programs to achieving their strategic goals, such as improving the quality of education, institutional reputation, and contribution to community development. Apart from that, evaluating the effectiveness of lecturer development programs also helps in improving program implementation processes and strategies, such as designing a more relevant curriculum, increasing support and facilities for lecturers, and improving program management and evaluation systems. Thus, evaluating the effectiveness of lecturer development programs is an integral part of results and quality-oriented higher education management, and is an important step to improve the quality of higher education as a whole.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

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