

THE PROFESSIONALISM COMPETENCE OF LECTURER IN ECONOMICS ENTREPRENEURSHIP LEARNING AT FACULTY MANAGEMENT AND BUSINESS, UNIVERSITY OF CIPUTRA

Ayu Dwidyah Rini

Entrepreneurship Learning at Faculty Management and Business
University of Ciputra

Abstract

The purpose in this study is to: (1) determine the perception of Economics lecturer in understanding the meaning of the lecturers' competence and (2) know the meaning of lecturers' professionalism. The research was conducted by using qualitative research with interpretative approach. This research was conducted at the Faculty of Management and Business with 2 lecturers as the respondents. In this study, the FMB lecturer interprets that Economics professional competence at University of Ciputra charge of entrepreneurial learning is realized in the form of a pattern of positive attitude, mindset and productive and innovative actions.

Keyword: Competence, Quality and Professionalism Economic Studies

INTRODUCTION

The education sector is a strategic sector in today's world. In the global economy, the education sector is a major provider of qualified human resources. The quality of human resources is determined by the quality of education and ability in mastering science. The quality of students is determined on the professional competence of a teacher. Professional competence of lecturers is a major driver that has full responsibility in translating the curriculum into learning activities. Increased competence of lecturers is expected to influence positively to improving the quality of learning in Indonesia, where it can directly improve the quality of learners (human resources) in Indonesia. Under Law no.14 of 2005, Lecturers are professional educators and scientists to transform the main tasks, develop and disseminate science, technology and the arts through education, research and community service. Lecturer is an important component in higher education, quality of teaching and learning process depends on the competence and commitment of faculty itself. In accordance with the demands of KKNI that undergraduate students should be able to: (1) take advantage of science and

technology in the field of expertise and is able to adapt to the situation in the settlement of the problem; (2) mastering the theoretical concept of a particular field of knowledge in general and special sections of theoretical concepts in the field of the knowledge basis deep and able to formulate procedural problem solving; (3) capable of taking strategic decisions based on analysis of information and data and provide guidance in selecting a variety of alternative solutions as well as; and (4) responsibility for their own work and can be held accountable for the achievement of the organization's work.

Therefore, as the spearhead of the college, faculty largely determines the quality of education and graduates produced from university, in addition, to the general quality of higher education will also be high. If they have high-grade, high-quality education will also be high as well. Professionalism quality of lecturers in higher education can be seen by competent and lecturers' competence of - lecturers. With the professionalism of the lecturers, the university can formulate programs that have quality and trustworthy.

In the United States faculty professional development program received attention since the mid-60s known as Faculty Development. The program comes after the discovery of anomalies which mention that teaching in Higher Education has been going on ineffectively, even given without authority. Most students feel uneasy due to the lack of good teaching and student needs that have been ignored. (Yusuhadi, Miarso, 2006).

In Indonesia, the quality of faculty development program has been going on since long time. Some college has organized activities such as the development quality of their faculty by upgrading or training for lecturers - new lecturers, coaching lecturer at regional and national levels. But besides that, Romli Sy-Zain (2010), stated that among related quality of criticism College lecturers in Indonesia are: First, the interest portion and the faculty to continue reading and scientific research fields has decreased. Second, there is only a few professors who think that the main task of simply imparting knowledge. Third, there are many lecturers who shy away from a critical dialogue with their students.

This indicates that there is a large difference between the ideals to the real conditions of the lecturers of universities in Indonesia today. Therefore, the

researcher examines critically and constructively related to the what, why and how professionalism is built in accordance with competent lecturers and KKNI competence. Based on the fact, the lecturer in the Faculty of Management and Business at the University of Ciputra required having professional competence in teaching lecturer who has the Entrepreneurship spirit, where there is a standard or specific reference in the professionalism of lecturers. This study is an attempt to resuscitate the lecturers as educators who are competent in Economics learning. Based on the above problems, the focus of the research is as follows:

Lecturer's Competence in Economics Entrepreneurship Learning

1. What is the meaning of lecturers' competence?
2. What kind of lecturer's professionalism in Economics learning and education in Entrepreneurship context?

Lecturer Professionalism

1. How is the lecturer's mindset in performing professional competence in learning and economic education in charge of Entrepreneurship?
2. How does the lecturer's behavior in performing their duties in a professional manner in learning and economic education?

LITERATURE STUDY

Lecturer's Competence

a. Competence based on Law No.14 of 2005

According to Law No. 14 Year 2005 on Teachers and Lecturers Article 1 point 10 that the competence of lecturers is a set of knowledge, skills and behaviors that should be owned and internalized and mastered by teachers and lecturers in carrying out the duties of professionalism. Achievement of optimal performance levels need to be supported for several factors together with a good working climate. One of the factors that affect the level of performance is the quality of human resources. The effort to improve the quality of man is directed in optimizing competencies that support.

The essence of competence according to Mc. Ahsan (1981: 45) can be interpreted that competencies are:

"As the knowledge, skills, and abilities controlled by someone who has been a part of someone so that someone can perform behavioral cognitive behavioral, affective and psychomotor well"

Meanwhile, according Mulyasa (2002: 79), competencies are:

"Competence is an indicator that refers to actions that can be observed, and as a concept that includes aspects - aspects of knowledge, skills, values, attitudes and stage - the stage of full implementation."

From the above explanation, it can be seen that the competence of lecturers includes tasks, skills, attitudes, and appreciation that must be owned by the faculty to be able to carry out tasks - duties and lecturer's functions.

The Meaning of Professional Competence

Article 60 of Law no. 14 Year 2005 on Teachers and Lecturers in carrying out the task of professionalism, a lecturer is obliged:

1. Implement education, research and community service
2. Plan, carry out the learning process and assess and evaluate the learning outcomes.
3. Develop and improve academic qualifications and competence on an ongoing basis in line with the development of science, technology and the arts.
4. Acting objectively and do not discriminate on the basis of gender, religion, ethnicity, race, certain physical conditions or socio-economic background of learners in the learning.
5. Uphold the rules, laws, legal codes, as well as religious and ethical values.
6. Maintaining the unity of the nation.

Thus, to realize the above obligations, the required four professional competences of lecturers in teaching are: (a) the pedagogical competence or the ability to manage learning; (B) a standard personality competence or authority, maturity, and exemplary; (C) professional competence or ability of faculty to master content and learning methodologies. (D) social competence or the ability of faculty to perform social communication both with students and with the wider community.

Nature of Learning Quality

Based on the notion of quality, both conventional and more strategic by Gasperz (1997: 50) stated:

"Basically, quality refers to the quality of the basic notion that quality is composed of a number of product features, both directly and attractive privilege feature that meets the needs of customers and thus provide satisfaction for the use of the product"

Tarphy (1975: 60) stated that " a learning represents a process by the which an organism behavior is change". Despite all the changes not only result from learning, besides that learning is the development of an association as an experience result. "learning is defined as the development of a new association as a result of experience" (Purwanto, 1990: 85). The implication of this view, the prevalent teaching activities need to be modified and changed.

Learning activities is doing science or activities that encourage students to develop thinking skills and cognitive insight that is not only affectively but also and psychomotor area. To determine the quality of learning that the learning quality of professional lecturers who have an obligation to: (1) the learning plan, implement the learning process quality as well as assess and evaluate learning outcomes; (2) develop and evaluate the academic qualifications and competence on an ongoing basis in line with the development of science, technology, and the arts.

RESEARCH METHODOLOGY

Research Approach

This study used a qualitative approach with a focus on phenomena that occur in the learning process on economics in the Faculty of Business Management at Ciputra University (School of Management and Business), especially related to professional competence of lecturer in economics quality of learning. To obtain these figures the researcher used a qualitative approach interpretatively. Here is the data collection technique with interpretative approach.

No	Research Focus	Data Collection Technique
1	Lecturer's Competence	
	a. The meaning of lectures' competence	In-depth interview with respondent
	b. Lecturer's professionalism in Economics learning for Entrepreneurship context <ul style="list-style-type: none"> • Professional Education of the lecturers based on the feasibility qualification based on UU No. 14 year 2005. • Required teaching ability 	<ul style="list-style-type: none"> • In-depth interview with respondents 1, respondents 2 • Documentation result or learning device archives respondents 1, respondent 2 • The recording result (observation) of the responden while the process is being conducted.
2	Lecturer's Professionalism	
	a. The mindset of lecturers in conducting competency and professionalism in teaching economics and entrepreneurship education.	In depth interview with respondent 1, respondent 2
	b. Lecturer behavior in performing their duties in a professional manner in learning and economic education.	In depth interview with respondent 1, respondent 2

The Sampling and Data Analysis Methods

The sampling technique used is purposive sampling technique, in this case the aim is to find a competent, professional competence and quality of learning lecturer. In this case, the sample taken is from three samples of a population that is 23 lecturers of the Faculty of Management and Business. Data were analyzed through several stages (a) familiarization with the formulation of lecturer's competence and professionalism in economics education and learning, in order to connect and communicate with the field, as well as to facilitate observation (b) preparation of the instrument, which is open so that the answer to each question is open-ended, does not limit questions.

DISCUSSION AND DATA ANALYSIS

Lecturer's Competence

a. The Meaning of Lecturer's Competence

In order to look deeply about the lecturers' professional competence of both definition, professionalism forms in teaching and education faculty economy and professionalism in economics teaching and education entrepreneurship are associated with Law No. 14 of 2005, the two informants determined based on the characteristics of diverse, long teaching and education level and teaching experience who have been certified as educators.

1) The informant / respondent 1 (R1) the latest education is Master Degree in Economics, the length of service in teaching economics, has been certified, and various additional experience related to improved performance

Explain and understand the definition of competence in Economic learning

Respondents 1 explains that the meaning of competence is the ability of lecturer in doing the task, has the responsibility of teaching and teaching is done in accordance with the discipline of science. As told in the interview below.

"Lecturer's competence in my opinion, the ability of the lecturer in the task of learning as well as having responsibilities in the execution of their duties, in addition to the lecturers who teach should be in accordance with the disciplines to which it aspires. The new can be said to have competent lecturers viable. "

Respondents 1 stated that the competence of lecturers demonstrated the feasibility of a competent owned by a lecturer. Eligibility is in question is the ability of a lecturer in (1) presenting the material, (2) the ability to manage a class and (3) good learning language qualifications in particular as a lecturer of the lecturer of Entrepreneurship at Faculty of Business and Management in the International level, the lecturer must have the ability in the English language particularly well in the delivery of content and understanding of the material in English. As told in the summary of the interview below.

"He said that a lecturer who has competent in my opinion, the lecturer is able to convey the material with good language structure (mastery of the English language) as educators in institutions of Higher Education in International level. The lecturer should also have the ability to manage a class, therefore lecturers should teach according to the field or discipline that they do. "

2) The informant / respondent 2 (R2)

Latest education is master degree in Accounting, working period of 8 years and taught economics / accounting for 8 years, has been certified, and the various additional experience related to improved performance

The competence of lecturers by respondent 2 is defined as a process in achieving educational expertise, while the skills in question is expertise in soft skills, as well as hard skills. Where there is a process that enables educators to adapt to economic science faced in terms of the cultural equation, the existing rules. As described in the interview below.

"Competence of lecturer is like a process in achieving expertise, both hard skills and soft skills. The adjustment process is carried out by an educator or lecturer in economics with science faced or taught in the learning process in terms of work culture equation, or the rules that exist in an education institution"

The feasibility competence of lecturers can be viewed as a Hard skills and Soft skills possessed. Hard skills can be seen based on teaching experience possessed, research in the field of economic education, and achievement awards ever achieved especially in the world of work that can be recognized by academics practitioners. While Soft skills are part of the competent owned such as; (1) integrity, (2) liability and (3) transparency. As described in the following interview.

"Competence of lecturers can be feasible if the lecturer has hard skills and soft skills are good. Professions hard skills possessed include teaching experience in the field of Economics; many put through research related to economics / economic learning, and have achievements in the form of achievement in the world of work that can be accepted by the practitioner academics. While soft skills possessed is part of a competent self include Integrity, liability, and transparency"

So, based on the translation of the meaning of the competence of lecturers by two respondents can be concluded that competence is the ability possessed by both lecturers include hard skills and soft skills are achieved through a process that is accompanied by a responsibility and professionalism in education and learning economy. Meaning derived from the field in accordance with the definition stated in Law No.14 of 2005 in which the lecturer competence is a set

of knowledge, skills and behaviors that should be owned and internalized and mastered by teachers and lecturers in carrying out the duties of professionalism. Achievement of optimal performance levels need to be supported for several factors together with a good working climate. Factors associated are owned teaching experience, research in the field of economic education, and achievements that have been achieved especially in the world of work award (hard skills) supported by a professor of internal factors, namely integrity, and transparency liability (soft skills) are realized in the competence lecturer.

b. Lecturers' Professionalism Form in Economics Teaching and Education in charge of Entrepreneurship.

1. Professional Lecturers' Education

As a professional lecturer, someone must have a proper education qualification as an educator. The educational qualifications of professional lecturers described the same way by both respondents, while qualifications are presented in the following statements.

The informant/respondent (R1, R2)

"Education for a qualified lecturer is: (1) at least having master degree, (2) having a teaching certificate especially Entrepreneur Certificate Enable (CEE), (3) having teaching experience in economics, (4) having been trained in teaching for 20 hours, (5) learning disciplines, and (6) has been studying the profession, "

Based on the above description it can be concluded that the condition of qualified professionals education of lecturers is minimum has master degree education (S2), supported by the experience of teaching in the field of economics. Professional lecturers also have to have a certificate in teaching entrepreneurship charged and has developed the ability themselves through training in the field of teaching a minimum of 20 hours in one semester and follow a professional education. The basic assumption of the respondents in the above statement is still the number of professors in the College of belonging fresh graduate and have not had the experience of teaching in Economics - Entrepreneurship, and there are many professors who do not develop their potential possessed through professional education, training, teaching and certificates educators. Then, the

corresponding in Tarphy research indicated that the quality of learning through a learning process that results in a change in learning, to determine the quality of learning that eating quality professional lecturers who have an obligation to: (1) planning to learn, implement the learning process quality as well as assess and evaluate learning outcomes; (2) develop and evaluate the academic qualifications and competence on an ongoing basis in line with the development of science, technology, and arts.

Lecturer competence in accordance with Law No. 14 2005 has an Academic eligibility qualification such as: (1) Lecturers have the minimum academic qualifications for a master program graduate diploma program or the minimum undergraduate and graduate doctoral program for the Graduate program; (2) everyone has expertise with outstanding achievements can be appointed as a lecturer. For the educator's certificate, (1) lecturers have experience working as a college educator at - least two (2) years; (2) have a minimum academic positions - the lack of expert assistants and (3) pass the certification conducted by the college which organizes the procurement of educational personnel at universities are set by the government. So, based on the respondents' perception of the above is a derived from qualifying educational academic eligibility in accordance with Law No.14 of 2005.

2. The Required Teaching Ability

The informant / Respondent 1 (R1)

In describing the form of lecturer's professionalism in teaching Economics, then elaborated perception of two informants related forms of professional competence in teaching economics charged Entrepreneurship. Lecturer competence forms professionalism by one informant described in: (1) the charge material taught is Entrepreneurship, where the process of preparing the material, material management and delivery of content-charged entrepreneurship. Then, the lecturers who have professional competence is a lecturer in packaging that is capable of creative learning materials to the charge of an entrepreneurial economy. As follows are presented in the following statement:

"The shape of the professional competence of lecturers in the Faculty of Business Management is a form of economics that is taught material charge can contain elements of entrepreneurship. So the process in the preparation of materials, management and delivery of content should contain elements of entrepreneurship. Ciputra University's lecturer for Professionals are required to have the competency to plan learning, educating, teaching, directing, train, assess and evaluate the learning program"

So, in summary exposure to the statement by the informant, it can be seen that the informant described a form of professionalism Lecturer's competence at the University of Ciputra is a form of ability in designing an economic learning the nuances of design entrepreneurship. Instructional design composed of a fully packed series learning the planning process, scenario learning activities and reflecting on learning. Then, the form of professionalism that was created capable of loading four professional competence of lecturers in teaching which are: (a) the pedagogical competence or the ability to manage learning; (b) a standard personality competence or authority, maturity, and exemplary; (c) professional competence or ability of faculty to master content and learning methodologies; (e) social competence or the ability of faculty to perform social communication both with students and with the wider community.

The informant / Respondent 2 (R2)

Form professional competence of lecturers in teaching economics by informants 2 is defined as a live long learning. Where to achieve long live learning should have four main criteria outlined in the following statement:

Form professional competence of lecturers in teaching economics by informants 2 is defined as a live long learning. Where to achieve long live learning should have four main criteria outlined in the following statement:

"The shape of the professional competence of lecturers in the Faculty of Business Management can be described as a long live learning the views of the four prerequisite teaching, among others; Lecturers have experience teaching economics with the principles of entrepreneurship, has a new economic theory, and able to create a new theory in accordance with existing standards and associated with entrepreneurship learning. "

On the above meaning, it can be explained that the professional competence as a form of lifelong education for students. Where the learning

process does not only apply in the classroom, but can be applied into the business world as well as practice in the community. Long live where learning can be achieved with four main criteria above. Then the form of teaching ability required in Ciputra University of Economics concluded that lecturers should be able to reflect as Agent of Discipline, as Agent of Discipline, Ciputra University Lecturer is expected to wrestle, and constantly reviewing the latest developments of science concepts they manage. Besides, a lecturer at the University of Ciputra oriented application many ways - a new, more effective way so that students can build a significant new understanding to be followed up entrepreneurial.

Lecturer's Professionalism

a. Lecturer's Mindset in Running Professionalism Competencies

Information of Respondents 1 and 2 (R1 / R2)

Based on the interview in respondents 1 and 2, have a common understanding of lecturers' professionalism, where the professionalism of lecturers spoke about the factors that encourage a professor to work professionally. The mindset that underlies the respondents 1 to work in a professional manner is the motive or intention to become a lecturer who meet the eligibility standards as a lecturer. As described in the following statement,

"Professionalism leads to the way a lecturer in carrying out their duties in accordance with the qualification standards Lecturer eligibility. Standards of Professionalism for Ciputra University lecturer in the viewed from two aspects: (1) teaching plan that consisting of six indicators, such as; a) Formulation principle capable of understanding demonstrated by the student, b) formulation of the concept of learning that can be explored from various perspectives and linked to other concepts in the disciplines and other disciplines and can be applied in real life, c) the achievement of learning as evidenced in the success of applied three domains of learning, d) Formulation of achievement standards and assessment processes,. e) the design learning activities to achieve learning outcomes and f) reference and learning media that can provide additional perspective for students; (2) reviewing learning that consists of two indicators such as; a) Assessment of Competence and b) Assessment Learning outcomes that are achieved. "

Therefore, based on the above results of the interview, the mindset of the respondents are influenced by the efforts of the highest attainable standard of education in the college (UC) where the respondent seeks to be able to carry out

their obligations in a professional manner in the learning process economics. Achievement of professionalism is achieved by the standard applied by the University.

b. In the behavior in Running Task as a Professional Lecturer

In the second run of professionalism, respondents were able to demonstrate professional behavior, that every teacher can be a good role model for students, namely (1) the lecturer is able to be positive or have a pattern of positive attitudes in education and the learning process Economics; (2) capable of behaving cognitive faculty, in that it is able to create patterns of thought and action - action productive and innovative. Both the behavior of the stretcher can be formed based on the desire and the potential of the individual, as well as understanding of the relationship concepts learned with opportunities - opportunities for entrepreneurial action. As stated below.

“I behave to be the role model for my students in order to create entrepreneur soul for behave positively, thinking and act productively and innovatively. This can be done through being on time because if we can not be on time, it will be ironic if we tell our student to be on time, discipline, productive thinking and having business change.”

So, based on the above results, it can be explained that the behavior shown in the professionalism of teachers is what is needed is a pattern of positive attitude; mindset and actions are productive and innovative.

CONCLUSION

Based on the above results, it can be concluded that the competence of lecturers is interpreted as a set of knowledge, skills and behaviors that should be owned and internalized and mastered by teachers and lecturers in carrying out the duties of professionalism. The competence of lecturers seen by academic eligibility qualifications such as: (1) lecturers have a minimum academic qualification for a master program graduate diploma program or a graduate degree and a minimum of doctoral programs for the Graduate program; (2) everyone has expertise with outstanding achievements can be appointed as a lecturer. Meanwhile, the professional forms is created by lecturers capable of loading four

professional competence of lecturers in teaching such as: (a) the pedagogical competence or the ability to manage learning; (b) a standard personality competence or authority, maturity, and exemplary; (c) professional competence or ability of faculty to master content and learning methodologies; (e) social competence or the ability of faculty to perform social communication both with students and with the wider community

REFERENCES

- Miarso, Yusufhadi. *Pengembangan Profesionalisme Dosen Dalam Rangka Peningkatan Mutu Perguruan Tinggi*, dalam <http://yusufhadi.net>.
- Ngalim, Purwanto. 1990. *Psikologi Pendidikan*. Bandung: Remaja rosdakary
- Romli Sy-Zain. 2010. *Strategi Pengembangan Profesionalisme Dosen* www.dikbudcairo.org/file/makalah_romli_sy_zain.doc.
- UU No. 14/2005 tentang Guru dan Dosen.