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Literature Review: Improving Lecturers Instructing Quality through Planning, Implementation, and Evaluation as HR Transformation for Indonesian Universities' Future

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Abstract

The literature review in this article intends to address the theoretical needs in planning, implementing, and evaluating as the Transformation of Human Resources (HR) for the future of the university in order to improve the caliber of lecturers' teaching. Planning is necessary for effective teaching in order to keep instructors and college students on the same page. Applying the right technology raises the bar for curricular and instructional advice, development, and professional support at institutions. Implementing instruction is possible if lecturers and college students take an active part in the quality improvement process. In the interaction between teaching and learning that affects cognitive, constructivist, transformational, and behavioral theories in the university setting, lecturers play a significant role. The effectiveness of lecturers' instruction can also be assessed through training, research, and technology transfer. By providing information, instructional materials, and human resource development geared on developing college students' skills and capabilities, lecturers can enhance college students' talents and widen their horizons. In this perspective, education is viewed as a technological process and as a product that can be packaged and applied to assess the effectiveness of instruction. Big Data and the Internet of Things (IoT) are two examples of artificial intelligence technologies that could be the focus of future trends in the use of learning assistance software. This solution not only increases available space and learning opportunities for college students while also enhancing the quality of their education, but it also assists lecturers in utilizing digitization to their advantage in the future of higher education.

Keywords*: Planning, Implementation, Evaluation, University Future*

1. Introduction

Nadiem Anwar Makarim, the minister of education, culture, research, and technology, stated that there are still many challenges in the higher education system, particularly in relation to the degree of readiness of university graduates for the working world, on Friday, March 6, 2022 in Jakarta at the webinar launching Merdeka Learning: Teaching Practitioners. Steps like the Merdeka Learning Breakthrough Merdeka Campus are being taken to speed up the quality of higher education in order for Indonesia to become a model for a swift and harmonious increase in educational standards within the next 10 to 15 years. Since there is a discrepancy between the quality of current graduates and the needs in the sector due to the quality of university graduates, training and retraining must be done. Although university graduates already possess a high level of academic competence, more skills are still required to meet the demands of the industrial world. These skills include professional competence, the ability to adapt to a variety of work

environments, and the ability to develop social and professional relationships in the workplace, (Kompas.id, 2022).

Utilizing information technology can help a nation become more intelligent and accelerate its regeneration process. The advancement of information technology must aim to fulfill essential objectives such as raising welfare, promoting progress, and developing a quality society. To keep up with the changes, universities need to be able to create information technology alongside technological advancements. In an effort to enhance the quality of instruction, information technology is employed to increase the efficiency of educational institutions. As a result, lecturers' and college students are no longer burdened with administrative work that technology can handle in universities. Information technology can improve time and energy efficiency as a result of online work procedures, which makes academic activities more fruitful and valuable.

Information technology for lecturers can also be used as a source of teaching materials by accessing Teaching Lesson Plans or online syllabus through new ways, finding acceptable subject matter for college students, and having the ability to communicate ideas.Information technology has many advantages for both lecturers and college students, including: 1) assisting lecturers in explaining abstract concepts or assisting teaching in overcoming the limitations of learning media; 2) enhancing the teaching and learning process by using simulations and animations as catalysts for college student interaction; and 3) serving as enrichment material for college students. 4) Using a projector, instructors can interactively exhibit materials from the class.

Lecturers can serve as instructors as well as managers, administrators, and knowledgeable human resources. The planners, facilitators, and assessors for the assignment are the lecturers. The lecturer, who serves as a planner, can choose the kinds of assignments that college students must submit. The lecturer's role as a facilitator entails creating or maintaining settings that motivate college students to think critically and creatively. Lecturers can evaluate college students' skills more thoroughly by assessing their work and identifying their strengths and flaws.

The learning objectives can be broken down into two categories when examined from the perspective of the scope, namely: a) the lecturer-specific aims that diverge from the material to be presented. b) general learning goals, or goals that have been specified in the broad descriptions of the teaching procedures as provided in the lecturer's lesson plan. While the lecturer's specific objectives must meet the following criteria, they must also: a) clearly state the behavior to be attained; b) specify the prerequisites for changing behavior; and c) clearly state the requirements for changing behavior by outlining the minimal standards of behavior that can be accepted as a result achieved. Systems thinking is the most effective method for evaluating learning. The systems thinking approach aims to lessen the constraints on human logical action. The practice of systems thinking involves viewing related elements as a whole. Learning as a whole involves comprehending how a system's interrelated parts work. Systems thinking has an impact on all components, which are referred to be "interrelated" since they continually influence one another across time and strive toward a common objective, (Casnan et al. 2022).

Universities are putting a lot of effort into raising the caliber of their lecturers because doing so would enhance institutional services' credibility and reputation with stakeholders and graduate students (Mujahidin et al, 2018). Nyayu (2018) asserts that all lecturers must exhibit quality performance in order to produce high-caliber graduates who are highly competitive in their fields. Additionally, lecturers must actively, creatively, innovatively, and effectively prepare college students to join a society that has academic and professional abilities in their fields to apply, develop, and disseminate science, technology, and art. According to Suib (2011), high standards

of professionalism include the following: a) Expertise, which is defined as being well mastered of the discipline and acknowledged by a peer group. b) The growth of expertise, scientific research initiatives, knowledge mastery, and book/paper writing. c) Making use of instructional technologies, obtaining teaching credentials, and ensuring college student happiness. d) Applying ethical principles to professional activities such as teaching, research, and other work that does not compromise morals, academic principles, or professional standards.

In light of the above provided context, we did theoretical research on Improving the Quality of Lecturer Teaching by Planning, Implementation, and Evaluation: In an effort to put the Teaching Program of the Ministry of Education, Culture, Research, and Technology into practice, Indonesian universities are transforming their human resources for the future. This is in support of the Merdeka Learning Breakthrough Merdeka Campus, which aims to improve higher education's caliber over the course of the following ten to fifteen years. Indonesia will be in a position to demonstrate how education quality may change quickly and conformable.

2. Literature Review

2.1. Lecturer Dispensing Quality Measurement Theory

In higher education settings, the term "lecturer" refers to a professional who carries out both teaching and research. The text includes references to the lecturers' abilities, including their moral character, professional training, knowledge of specialized fields, and aptitude for scientific research and teaching (Trung et al., 2021). Lecturers are professional educators and scientists with the primary responsibility of converting, developing, and sharing science, technology, and art through instruction, research, and community service, according to Julianto et al. (2021). According to Nguyen and Chung (2020), an evaluation of the value and significance of teaching in general may be necessary due to the quality of the knowledge being taught. Changing lecturers' traditional knowledge-transfer roles to those of instructors and building cutting-edge learning environments that support college student-directed learning are necessary in order to raise the standard of education. Therefore, lecturers must enhance their skills and abilities using technology-enhanced training techniques that teach, update, and create a competency evaluation system.

Jordens (2019) claims that learning theory, the relationship between learning, and the quality of learning are all used to evaluate instruction. Higher education's quality/quality demonstrates excellence, consistency, conformance to standards, goal-fitness, and transformative learning (change college students, improve and empower). Teaching quality, according to Kintu and Zhu (2016), is a self-organization of abilities, satisfaction, and attitudes about using the teaching system. In order to use theory and practice in their teaching, lecturers need to have a greater understanding of their subject matter, according to Sadler (2012). A forum or interaction between lecturers and college students that facilitates the activation of teaching and differentiating behavior to produce well-defined outcomes in higher education is the teaching quality of lecturers in particular (Freeman, et al., 2014).

According to Sumartono and Santoso (2019), the primary factor in producing quality graduates who can compete in the labor market is the caliber of the instruction. Several variables affect the effectiveness of instruction, including: 1) The environment in which the teaching and learning process takes place, and 2) the teaching rules that the instructor created as goals to be attained during the teaching and learning process. Teaching quality, as defined by Thommen et al. (2021), is one of the Three Basic Dimensions of the model, which includes the following dimensions: 1) Classroom management that prioritizes optimizing time allotted for tasks by

avoiding and resolving distractions and disciplinary issues during instruction, 2) College student support, which aims to enhance the quality of social interaction and to meet the fundamental needs and interests of college students, using constructive feedback from lecturers and a positive attitude toward mistakes, 3) Cognitive activation, which aims to encourage college students to think higher order by using problem solving to complex tasks. According to Fischer et al. (2019), the paradigm of educational efficacy can be used to assess the quality of instruction. Teaching quality can be conceptualized in a variety of ways, but one that stands out is the Basic Three Dimensional framework, which includes the dimensions of college student support, classroom management, and cognitive activation. Teaching quality can be defined as an instructional aspect that influences college students' cognitive and affective learning outcomes.

According to Giraleas (2019), difficult subjects are used to evaluate teaching quality, with a variety of challenges that must be taken into account, addressed, and even first studied. While colleges/universities can address issues at the level of analysis in an aggregate or more granular way to meet accreditation goals, lecturers can conduct thorough analysis by focusing on the module level to make it more appropriate for formative or summative evaluations. According to Feistauer and Richter (2016), determining the need for reform or the justification of tuition costs in higher education depends on the effectiveness of the teaching staff. High-quality instruction is demanded by both college students and their parents, and teachers and college administrators require reliable indicators of this quality. Ismail, et al. (2018) made the same claim, stating that the basis for disseminating knowledge is a quality in the teaching and learning process that must be done consistently. The effectiveness of instruction can affect college student achievement, demonstrating that the goal of effective instruction is to raise college students' performance, particularly in the academic sphere. Only the presence of qualified lecturers who have undergone efficient hiring and training processes will result in high-quality instruction.

The institution's internal and external entities oversee the academic system and are tethered to quality control. College student satisfaction with the services offered by educational institutions/universities is one part of quality assurance. The majority of public and private universities use lecturer evaluation systems as a measuring stick when it comes to teaching and learning. Universities also have their own systems in place to ensure the quality of the services offered. The significance of an evaluation system when it is taken into account in staff evaluations and teaching effectiveness, Ruslim et al. (2020)

Specifically, lecturers' responsibilities include: a) Facilitating college student learning so that they can gain knowledge relevant to their disciplines; b) Helping pupils strengthen their critical and analytical thinking so they may use and further develop the talents they already possess; c) Fostering college students' intellectual growth and that of counselors, d) Making use of concepts, theories, and methods in the area in which they work as well as being able to develop a number of concepts, theories, and methodologies that may be used in the context of their scientific activities. e) Conducting research in the areas of science and technology, culture, or the arts that can be published through discussion seminars (peer groups), national or international seminars, scientific journals, or exhibition activities; f) Applying their knowledge to volunteer work and other activities, g) Working collaboratively with other academic management stakeholders to realize the university's objectives; h) Professional growth through involvement in seminar organizations (Suib, 2011).

2.2. Elements assessed in Teaching

Producing competent lecturere is the primary goal of educational programs, with the hope that these lecturers will have solid professional backgrounds and be able to transition to successful teaching environments (Diana, 2013). The direct transmission of teaching ideas, orientation, information, and positive life values to pupils, according to Nguyen and Chung (2020), constitute the elements of teaching. The formulation of the criteria for these key performance indicators is determined as a necessary to assist the management and testing of quality control successfully through the process of assessing the quality of instruction through data collection, analysis, and evaluation. According to Jordens (2019), there are several components to teaching lectures to college students, including: college student discovery of new knowledge, identification, recognition of patterns or connections between knowledge, evaluation of information and knowledge, integration of knowledge into the work and personal lives, problem-solving, and communication of this knowledge to others.

Fahmi et al. (2020) state that the process of evaluating the quality of teaching involves gathering, analyzing, and evaluating data in order to establish the major performance indicator criteria as necessary to support management and efficient quality control testing. Seven quality components, including a quality philosophy, quality standards, quality objectives, quality structure, quality process, quality assurance cycle, and quality evaluation, are part of the university's approach for improving lecturers quality. To meet stakeholder needs and win their faith in the caliber of the learning process conducted by the university, these seven quality factors function as integration in raising the caliber of lecturers who conduct quality learning processes.

The dimensions of teaching excellence, per Giraleas (2019), include: 1) internalization, which is focused on individual study units, such as individual lecture skills; lecturers need to be able to motivate college students and clearly convey the subject content; 2) Externalization, particularly at institutions that are often used as locations for learning, such as those with suitable facilities and well-designed study curricula. The properties of the aggregate to the granular can be used to determine the level of instructional quality. This demonstrates that the quality of teaching can apply to an entire institution, a department or field of study within a university, a course or program within a university, a unit of study within a course or program, or even a lecturer or instructor within a unit of study.

According to Brown and Kurzweil (2017), there are two key components to teaching quality: 1) learning input and 2) learning output. College students (in this context, focusing on behavior), instructional materials, faculty members, and the learning process itself can all be considered learning inputs. Learning outcomes, on the other hand, can take the shape of learning outcomes, college student ability assessment findings, or college student interest determination (may vary in various learning activities). According to the definition of learning satisfaction, college student satisfaction typically happens during the process and at the conclusion of learning, hence it belongs in the category of learning outputs. As a result, learning pleasure can be utilized as a gauge of learning quality.

The most prevalent method of evaluating the quality of teaching in higher education is through college student evaluations of lecturers. The quality of teaching can be examined in a variety of ways and by using different sources. College students typically rate the quality of their instructors using evaluation questionnaires (e.g., college students on the quality of education, college student course experience questionnaires, and course assessment questionnaires for

evaluating university programs). All of these questionnaires reflect the multidimensionality of teaching quality with various scales (Feistauer and Richter, 2016).

Planning and presentation, contact with college students, interest and relevance, difficulty, and complexity are the four separate components of teaching quality that are evaluated. There are also two overall quality ratings across all courses and faculty. The process of successfully achieving college student learning success is the main emphasis of effective teaching. Through instructional strategies and instructional techniques, this learning activity is carried out. When lecturers can use a variety of teaching techniques, offer teaching resources, and enrich the subject matter to be covered, they are practicing effective teaching. In summary, teaching quality may be defined as a successful teaching method that teachers and lecturers can use by utilizing the techniques that have been found (Ismail, et all, 2018).

3. Methodology

The methodology used in this article draws on a review of the literature to establish the theoretical underpinnings for the concept of Improving the Quality of Lecturer Teaching with Planning, Implementation, and Evaluation as a Transformation of Human Resources for the Future of Universities in Indonesia.

4. Results and Discussion

4.1. Stage of Planning

Planning and preparation are crucial components of effective teaching. Lecturers can actively engage university by maintaining consistency between lecturers and college students at the same time, implementing the curriculum, monitoring college student attendance rates, and participating with them (Schneider and Preckel, 2017). Through a network of university system quality assurance and accreditation standard programs in engineering, technology, computers, and applied sciences, universities can also provide recognized training to meet educational quality requirements (Nguyen and Chung, 2020). According to Moila et al. (2020), lecturers can incorporate learning methodologies through digital technology for teaching. This emphasizes curriculum and technology. The fact that lecturers require continual chances to acquire and develop the specialized skills required to teach in new ways necessitated by technology and competency-based curricula is also tied to the curriculum.

4.2. Stage of Implementation

According to Maulana et al. (2015), the implementation of teaching quality was carried out by fostering teaching behavior and concentrating feedback on the teaching domain. 1) A safe learning environment, 2) Effective planning (classroom management), 3) Instructions that are clear, 4) vigorous and intensive instruction, 5) Instructional techniques, and 6) Differentiation. Nguyen and Chung (2020) assert that smart teaching, which stresses the shift from traditional teaching to new methods of approaching technology with non-traditional teaching models, can be used to implement the implementation of teaching quality by lecturers. In general, smart education is viewed as a thorough blending of technology, accessibility, and linking everything via the Internet. Utilizing information technology applications, such as smart classrooms, smart environments, smart lecturer's, smart campuses, and smart schools, it is possible to recognize the necessity of synchronization and knowledge of all platform-based features.

According to Jordans (2019), lecturers and college students who take an active role in the process of quality improvement will be able to implement high-quality teaching. Lecturers are important players in the teaching-learning interactions that can influence the learning environment for college students. This interactive system develops into a linearity that offers iterative behavior as feedback from the teaching the speaker has done. Understanding how college students learn must be the foundation for improving the caliber of instruction and information. It is possible to divide learning processes into transmission, behavior, cognitivist and constructivist, transformational and connectivist, and learning categories.

Jordens (2019) provides the following explanation of the processes involved in putting the learning process into practice: The idea that knowledge is transmitted from lecturers to college students forms the foundation of the transmission and behavior hypothesis. According to this approach, the goal of instruction is to impart knowledge to pupils, who act as passive recipients, during the teaching process. In many universities, the traditional approach to teaching science is still the predominant method. Unlike cognitive theory, which emphasizes how college students and their environment interact to help pupils learn and experience new things. Cognitive theory is knowledge acquired through active learning and active discovery. The foundation of learning will be the significance of the environment and experiential learning.

Transformative learning, in our opinion, can be characterized as a meta-theory process that causes substantial and modifiable changes in the way we perceive and engage with our surroundings. While constructivism refers to pedagogical theory and steers clear of the complications of knowledge theory, transformative learning also refers to the process of one's own personal intellectualization, which includes principles based on active learning, collaborative learning, experiential learning, and method-based learning.

4.3. Stage of Evaluation

Training, research, and technology transfer can all be used to evaluate how well lecturers are teaching. An educational institution's or university's transformation into a creative and innovative ecosystem. Syamsuri et al. (2022) assert that a successful HR transformation will make it easier to put professional HR development decisions, such as those relating to skill development, creativity, collaboration, technology use, artificial intelligence, and job automation, into practice. Lecturers can offer information, instructional materials, and human resource development that tries to train students' skills such information application, knowledge generation, and decision-making with the goal of developing talents and widening students' horizons. In this framework, education is viewed as a technological process, a technological product that can be packaged, transferred, and as a procedure for applying technology (Nguyen and Chung, 2020). According to Bell and Cooper (2013), lecturers can assess the effectiveness of instruction by 1) documenting instructional behavior. This is accomplished through observation, which is looking directly at the issues with the standard of instruction in order to identify remedies. 2) Offer commentary. Lecturers can provide college students feedback to help them become better teachers and educators. 3) Understanding the traits of college students. In order to adjust and also adapt to the character or conduct of the college students, lecturers can foresee the features of their college students.

Based on the requirements of teaching objectives and principles, evaluation of teaching quality formulates standard scientific evaluations, systematically gathers information, measures the process and outcomes of teaching and learning activities, and gives value judgments (Yuan, 2021). In the academic setting, college student evaluations of lecturers' performance in the classroom can

be based on effectiveness metrics that highlight good teaching practices, such as knowledge of the subject matter, class management, dedication to the subject matter and college students, and college student-lecturer relationships. However, more than one stakeholder is involved in the evaluation of lecturers. An effective evaluation system is crucial for future improvement at an institution. To ensure that teaching and learning processes are of the highest quality possible, information from all stakeholders must be taken into account, (Ruslim, 2020).

4.4. Implementation of Teaching Quality Measurement

Information sources from lecturers and educators can be found in universities and educational institutions. The implementation of teaching quality can be viewed from: 1) Creation of university-provided information data sources. Universities can offer instructional materials, implement gamification, offer software for creating instructional videos, offer lecture-method learning facilities employing artificial intelligence, interactive eBooks, etc. College students may develop great interaction skills with the material as a result. 2) To support individualized learning, universities must upgrade their information technology infrastructure by connecting all of their courses together. 3) The integration of information technology and education in multidisciplinary programs is another area where universities need to provide training programs for human resources or educators on educational technology and new governance of educational technology. 4) University management systems can be improved to serve as a backup for the learning and teaching processes. Digital management systems will communicate in real time to ensure flexibility, accuracy, and timely interactions. Maximizing university capacity from the dosen will produce a generation of leaders who are strong and focused as well as enable them to participate in the 4.0 university growth strategy (Nguyen dan Chung, 2020).

4.5. Evaluation of Teaching Quality Measurement Results

The assessment objects in the form of universities, lecturers/educators, and college students can be used to view the outcomes of measuring the quality of teaching according to Yuan (2021) perspective. Evaluation of test quality, college student abilities (character or interest), and teaching materials can all be done using the findings of the evaluation of teaching quality. In contrast to Ismail, et al. (2018), who claim that better programs can enable lecturers to work together to improve teaching quality, planning and development of the results of measuring teaching quality can be done. When lecturers work together, teaching will be of a higher caliber than when strategic leadership is used. Collaboration among college/university lecturers can increase their collective knowledge base and improve the quality of the education they provide their pupils. Studying at a college or university that has a higher level of lecturer collaboration, which enables it to develop a crucial point in a sustainable way, can help college students succeed. The efficiency of a lecturer's instruction can also be increased by giving them regular opportunities to collaborate with productive colleagues.

According to Sumartono and Santoso (2019), the prototype design for entering the Semester Learning Plan into each course can be used to evaluate the results of measuring the quality of teaching. This semester's learning plan input prototype's design will result in an integrated learning plan system that works well as an input source. An integrated learning plan system that can produce uniform learning materials based on one source, namely the Semester Learning Plan, can also be produced through the design of the input prototype for the Semester Learning Plan.

College students can become more engaged in their study by having access to technology. Every college student may search, contribute, share, and process data with the aid of technology, making them co-creators of new information and contributing to intelligence. In order to enhance the quality, effectiveness, and authenticity of the educational process using digital solutions, learners can also use educational applications and link to sizable databases with ease. For a new generation of lecturer training institutes, who will need to master educational technology, this is both an opportunity and a challenge. Artificial intelligence technologies like big data and the internet of things (IoT) may be the focus of future trends in the use of learning assistance software. This solution increases space, opportunities, and learning quality for college students while also assisting lecturers in utilizing digitalization in various elements of the educational process (Nguyen and Chung, 2020).

5. Conclusion

With changing times and rapidly advancing technology, it is undoubtedly necessary to consistently improve the quality of education. By offering the right technology, curricular and instructional direction, development, and top-notch professional assistance, standardization of Planning, Implementation, and Evaluation as HR Transformation must be put into practice for lecturers and teaching. By providing high-quality, engaging, and results-based instruction that is responsive to and adaptive to the changing requirements of the world of education, lecturers are effective change agents. Lecturers play a significant role in links between teaching and learning, which can impact the learning environment for college students. This interaction system linearizes and offers iterative behavior as feedback from the lecturer's learning activities. An knowledge of the learning that college students are doing is necessary for improving the quality of science instruction. Collaboration among lecturers will improve the quality of instruction and enable universities to pool their collective knowledge. The value of the education pupils receive will likewise rise as a result. When they attend a college or university where lecturers collaborate more frequently and at a better level, college students will be able to succeed.

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