

# Internal and External Analysis of Lecturer Development Formulation Strategy at Ar-Raniry State Islamic University, Banda Aceh – Indonesia

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**Abstract.** A strategic formulation for lecturer development is based on internal and external analyses. A valid data analysis will produce appropriate recommendations for lecturer development strategies. This study aims to analyze internal and external factors as the basis for formulating a strategy for lecturer development at Ar-Raniry State Islamic University (UIN Ar-Raniry), Banda Aceh. Using a qualitative research approach, the techniques used for data collection were through interview and document analysis. A cross-side analysis was conducted to compare and analyze the data in-depth and draw conclusions based on the analysis. The findings revealed that the numbers of lecturers are increasing every year including overseas graduates. On the other hand, the quantity of doctors and professors remain small. In term of learning aspect, integration-based learning has not fully implemented. In addition, research productivity, publication, and community service are still low. The transformation from Islamic institute (IAIN) to Islamic university (UIN) supposed to increase these factors. However, the biggest challenge is the availability of qualified and professional lecturers.

**Keywords:** Lecturer development strategy; UIN Ar-Raniry; professional lecturer; educational quality

## 1. Introduction

Improving lecturer's quality and quantity is important to increase the quality of an educational institution. The quantity of lecturers at Ar-Raniry State Islamic University (UIN Ar-Raniry) is still not ideal in term of the ratio between the numbers of lecturers and students. In addition, the lecturers do not have academic linearity, lack of teaching skills, research and publication, and community service. On the other hand, academic culture and resources to support academic activities of lecturers and students are also not well developed institutionally [1].

Even though the results of research publications of lecturers at UIN Ar-Raniry show an increase every year, however, the ratio between the number of lecturers and publications does not

reach an ideal figure yet. In 2016, for instance, there were about 88 academic research reports, 156 journal articles, and 64 books published [2]. Furthermore, the number of lecturers who can secure the national research grant is still limited. Only 2 lecturers of UIN Ar-Raniry received the national research grant in the year 2020 [3].

In term of community service, the programs conducted by UIN Ar-Raniry lecturers are not systematically showing improvement and necessary changes to the community. They are not consistent and continuous. Even though there are some memorandum of understanding (MoU) signed with several parties, however, most of the time the programs are not well implemented and do not achieve the objective of lecturer development. The attention to the surrounding community is also relatively limited to personal approaches from lecturers. It is not well planned, structured and continuous from the university itself [1].

It is mentioned in the strategic plan that UIN Ar-Raniry targets to improve the quality of lecturers as a force to achieve the status of top university nationally and internationally [2]. However, so far based on the ranking system from Webometrics [4] and Times Higher Education, UIN Ar-Raniry is still not in the list of top 100 higher education institution in Indonesia [5]. One of the components assessed in the ranking system is lecturer competency in term of teaching, research, and community service. The competences of lecturers in these three areas will influence the quality and performance of educational institutions [6].

Hence, the first step in order to achieve the target is by formulating the right strategy. The formulation of strategy is based on internal and external analysis of the lecturers. In the current study, the analysis is made as guidelines in the strategic formulation of lecturer development at UIN Ar-Raniry Banda Aceh.

## 2. Literature Review

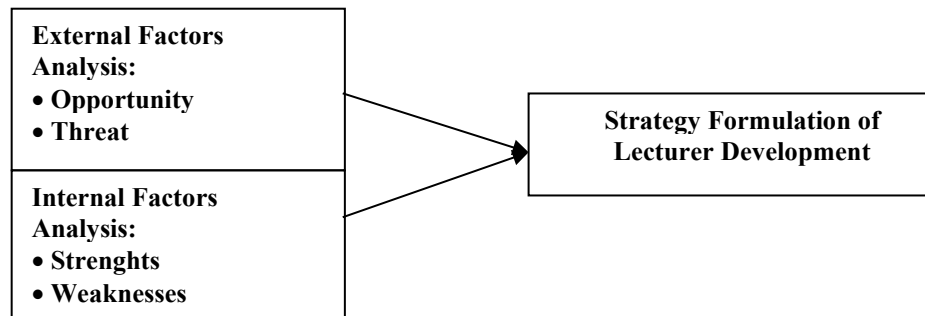
The analysis of internal and external factors is the first step in formulating a strategic development of lecturers. The next steps are related to the vision, mission, objectives, targets, and organizational plans.[7] These factors are used in the strategy formulation of lecturer development. Among the applications that can be used in the strategy formulation of lecturer development is the concept proposed by Fred R. David.[8] This concept uses several matrixes with three stages of implementation as follow:

*Firstly*, the input stage in which all basic information related to internal and external factors of UIN Ar-Raniry are used to formulate the development strategy. It can be done by using two strategy formulation development techniques: (1) the external factor evaluation matrix (EFEM), and (2) the internal factor evaluation matrix (IFEM). EFEM is used to evaluate lecturer' external factors and analyze the matters related to the implementation of the three pillars of higher education, i.e. teaching, research, and community service. While, IFEM is used to determine lecturer's internal factors related to his/her strengths and weaknesses.

*Secondly*, the identification stage to determine alternative strategies by matching up the information in the previous stage. In the second stage, the identification is done by using the Strengths-Weaknesses-Opportunities-Threat (SWOT) matrix. SWOT matrix is important to develop four leadership strategy types.[9] They are: (a) *Strengths-Opportunities* (SO): developing

a strategy in maximizing UIN Ar-Raniry lecturer's strengths and taking advantages of the opportunities; (b) *Weaknesses-Opportunities* (WO): developing a strategy in maximizing the opportunities and reducing lecturer's weaknesses based on the data available; (c) *Strengths-Threats* (ST): developing a strategy in maximizing the strengths and avoiding all kinds of threats; (d) *Weaknesses-Threats* (WT): developing a strategy in reducing weaknesses and avoiding all kinds of threats.

Thirdly, the continuation stage using *Quatitative Strategic Planning Matrix* (QSPM). QSPM is a technique that can determine alternative strategies obkectively. This method is a tool recommended for strategy experts to evaluate the choices of alternative strategies objectively based on the the main key successes of internal-external factors that have been identified previously [7].



**Fig.1.** Internal and External Analysis of Lecturer Development Strategy Formulation

A strategic formulation of lecturer development at UIN Ar-Raniry needs a data analysis to know more the strengths and weaknesses of internal resources based on the objectives available. In addition to the internal problems, external factors also contribute to the strategy formulation of lecturer development for the current and the future times. The external development can be categorized into two forms of analyses, i.e. external opportunity and external threats that can hinder the implementation of lecture development programs. These factors are crucial to determine the strategic policies for lecturer development at UIN Ar-Raniry in the future.[9]

### 3. Methods

This study uses a qualitative approach utilizing interview and document analysis techniques. The interviews were conducted with 6 informants chosen purposively in line with the objectives of the study.[10] Table 1 shows brief backgrounds of the informants:

**Table 1.** Informants' Backgrounds

No	Code	Gender	Academic Position
1	Lecturer-1	Male	Deputy Chancellor I
2	Lecturer-2	Female	Head of Research and Community Service Institute
3	Lecturer-3	Male	Head of Quality Assurance Agency
4	Lecturer-4	Male	Head of Research and Publication Center
5	Lecturer-5	Male	Head of Internal Monitoring Unit
6	Lecturer-6	Male	Head of Information Technology Education Study Program

For the document analysis, the data were taken from lecturers' personnel data including class and rank, and lecturers' publications in teaching, research, and community service. Once the data were obtained, the next steps are to make data reduction, display in the form of table, and do cross-side analysis by comparing and analyzing the data in-depth. Finally, a conclusion was drawn based on the analysis [11].

## 4. Result and Discussion

### 4.1 Internal Analysis of Lecturers at UIN Ar-Raniry

Based on the interviews with the informants, there are some internal problems faced by lecturers at UIN Ar-Raniry today. According to Lecturer-5:

*There are some lecturers who do not have the required skills to support their professional development and some lecturers do not have academic linearity. On top of that, professors are limited and almost no addition in the past years. Other problems are related to limited lecturers who possess doctoral degrees at UIN Ar-Raniry and no ideal ratio between the numbers of lecturers and students. [Lecturer-5]*

In term of learning process, there are also some problems in the field. The main problem is there is no learning integration as in the vision of UIN Ar-Raniry. This is due to the policy limitations of leadership institution. Lecturer-6 explained about this phenomenon:

*Most of the lecturers focus on classroom activities using verbal lectures that do not encourage students' creativity. The implementation of learning integration is still far from its realization as in the vision of UIN Ar-Raniry. In addition, institutional policies in formulating curriculum and learning integration are lacking. [Lecturer-6].*

To improve research productivity of lecturers at UIN Ar-Raniry, it needs a research management that is appropriate, planned, and structured.[12] Quantitatively, the numbers of research and publications of lecturers at UIN Ar-Raniry are increasing as budget allocation for research is increasing every year. However, the limitations as described by Lecturer-4 are:

*The skills for research methodology among the lecturers are lacking, research orientations are mostly normative and low participation of international research and conferences. In addition, the database for research publication, journal articles, and books is not well managed. There is no “umbrella research” that involves novice lecturers to their potential. [Lecturer-4].*

Based on the document analysis, the numbers of academic research and publication of lecturers are relatively low. In average, the publications are still in local journals and very few at the international level. Thus, one of the solutions to improve research productivity of lecturers at UIN Ar-Raniry is through research quality improvement program and partnership-based publication. Partnership publication is made by expert lecturers to guide novice lecturers.

Furthermore, there are also several internal problems faced by lecturers at UIN Ar-Raniry in term of community service. This is as explained by Lecturer-2:

*In regulation, the community service center has planned to formulate strategic plan and roadmap as community service guidelines for lecturers and students. However, the implementation of community service is still conventional. [Lecturer-2].*

Hence, a strategic formulation for community service development is urgently needed. The formulation should be scientific based in term of its implementation so it can be base core study programs for lecturers and students. Ultimately, the main objective of community service is to develop knowledge and technology for the benefits of society and the nation [13].

#### **4.2 External Analysis of Lecturers at UIN Ar-Raniry**

One of the main challenges faced by lecturers at UIN Ar-Raniry is rapid development of information communication technology that demands the lecturers to be professional. In addition, the national accreditation body for higher education (*Badan Akreditasi Nasional Perguruan Tinggi – BAN-PT*) also requires the lecturers to be competent, linear, and qualified. Other challenges include the rules and regulations of appointing new professors that are difficult to achieve by many lecturers who have possessed doctoral degrees.

The transformation from Islamic institute (*Institut Agama Islam Negeri – IAIN*) to Islamic university (*Universitas Islam Negeri – UIN*) has open the opportunities for lecturers to develop their knowledge based on integration, interconnection, multidisciplinary, and variation. The transformation is based on the development of science and technology, even though its implementation is still limited at UIN Ar-Raniry.

In term of research, the transformation provides opportunities for lecturers of UIN Ar-Raniry to improve their skills. Lecturer-4 explained that:

*There is a chance for competitive research from external parties for social and religious research. This is due to the increase needs of various parties (government, private and organization) for research-based policy. On top of that, the development of information technology opens up opportunities for lecturers to improve research quality by assessing accredited journals. [Lecturer-4].*

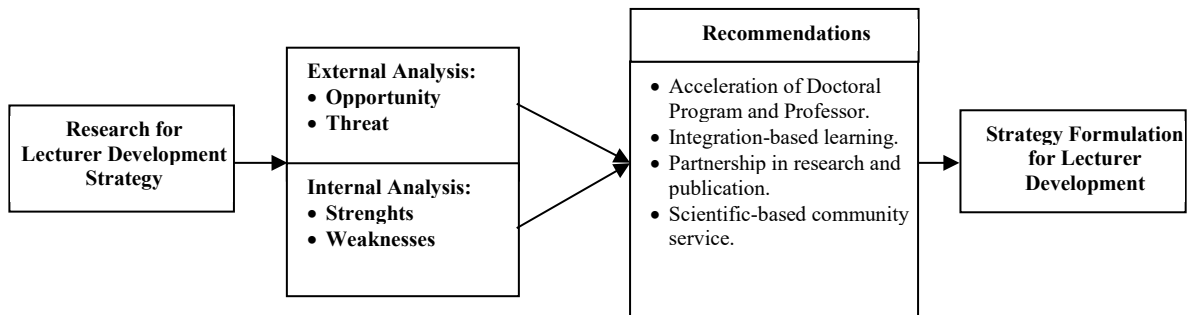
According to Lecturer-3, the main challenge of lecturers at UIN Ar-Raniry is related to competition for research grant. He described that:

*The competition to secure research grants from donor organization in the autonomy era creates a challenge for higher education, including UIN Ar-Raniry, to sustain in research programs. In term of research funding, the regulation is still not flexible. On the other hand, private research organizations are mushrooming and quicker in securing the opportunities from the government and donor organizations. [Lecturer-3]*

The community service has several opportunities and challenges as described by Lecturer-1:

*There are many opportunities from external parties to sponsor the community service programs. The quality of community service programs can be traced through technology-based research. However, there is a negative stigma from religious traditional school [pesantren salafiyah] and rural communities in Aceh about UIN Ar-Raniry due to the issue of liberal Islam. On top of that, national and local politics is not completely stable. [Lecturer-1]*

The above-mentioned internal and external analyses are used to formulate strategies for lecturer development at UIN Ar-Raniry in the future. The analysis explains about the internal strengths of lecturers and weaknesses based on its objectives. The internal strength becomes the basic force to evaluate strategic issues to be developed and the external analysis helps to support the implementation of lecturer development. There are two forms of external analysis: opportunity and threat for lecturer development program in the future. Hence, based on the internal and external analysis, the current study provides recommendation for a strategic formulation for lecturer development at UIN Ar-Raniry as follow:



**Figure 2.** Internal and External Analysis Recommendations for Strategy Formulation

## 5. Conclusion

A strategy formulation for lecturer development needs internal and external analyses qualitatively and quantitatively. The numbers of lecturers at UIN Ar-Raniry are increasing every year, including the graduates from abroad. However, the internal aspect shows that many lecturers do not possess doctoral degrees yet, there is no professors in the past years, and no integration-based learning process. In term of research and publication, mostly are still in local journals. Moreover, the implementation of community service by the lecturers is still conventional so it does not contribute to the base core of the study program.

Based on the external analysis, the opportunities are related to the transformation of IAIN to UIN. It opens up integration-based learning, increases research productivity, and community service. While the threats from external analysis are basically related to the development of information communication technology. It demands the lecturers to be professional.

Finally, the current study has analyzed the internal and external factors of lecturer development at UIN Ar-Raniry. A recommendation for strategy formulation of lecturer development is provided for future studies.

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