NEEDS ANALYSIS OF LECTURER AND EMPLOYEE TRAINING PROGRAM AT TARBIYAH AND TEACHER TRAINING FACULTY OF UIN ALAUDDIN MAKASSAR

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Abstract:
This research aims to investigate lecturers' and employee' competencies of Tarbiyah and Teacher Training Faculty at UIN Alauddin Makassar and assess the training program needs for 2023–2024. The research method used was quantitative descriptive with survey techniques. The population was the lecturers and employees of Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar, consisting of 113 lecturers and 35 employees. The instruments used were Likert scale questionnaires and documentation from the Quality Assurance Commission of Tarbiyah dan Teacher Training Faculty. The results of the study indicated that various training programs were attended by lecturers and employees held by UIN Alauddin Makassar and other agencies. The training needs for lecturers are adjusted to the competencies that must be possessed, namely pedagogical, professional, and social, as well as the implementation of the *tri dharma* of higher education. Employee training should focus on increasing knowledge and skills according to job descriptions.

Abstrak:
Penelitian ini bertujuan untuk mengetahui kompetensi dosen dan pegawai Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar serta mengkaji kebutuhan program pelatihan tahun 2023–2024. Metode penelitian yang digunakan adalah deskriptif kuantitatif dengan teknik survey. Populasi penelitian ini adalah dosen dan pegawai Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar yang terdiri dari 113 dosen dan 35 pegawai. Instrumen yang digunakan adalah angket skala Likert dan dokumentasi dari Komite Penjaminan Mutu (KPM) Fakultas Tarbiyah dan Keguruan. Hasil penelitian menemukan bahwa berbagai program pelatihan diikuti oleh dosen dan pegawai yang diadakan oleh UIN Alauddin Makassar dan instansi lainnya. Kebutuhan pelatihan bagi dosen disesuaikan dengan kompetensi yang harus dimiliki yaitu pedagogik, profesional, dan sosial, serta pelaksanaan tri dharma perguruan tinggi. Pelatihan karyawan harus fokus pada peningkatan pengetahuan dan keterampilan sesuai dengan deskripsi pekerjaan.

INTRODUCTION

Human resources are the primary resource in an organization since they are the pioneers who carry out management-related tasks. However, the height of technology is human beings, who have a high role because the rational ability in organizational management is the dignity possessed by human resources (Wicaksono, 2016: 31). Human resources occupy an important position in realizing the organization's goals. Those goals will be more easily accomplished if its human resources are trustworthy. It is in line with Harbison and Myers (1965: 9), who argued that the superiority of human resources heavily influences the economic prosperity of a nation.

Due to human beings' fluctuating levels of productivity, human resources must be managed and developed continuously. Depending on the feedback given by the organization, individuals may experience a decline and occasionally again (Hasibuan, 2011). Organizational behavior that adapts to new situations is also essential for human resources. Human resource development is a common policy objective in many nations today, including Indonesia. President Jokowi has often underlined that he will strongly emphasize improving human resources during his second term (Jordan, 2019).

Additionally, the workplace environment is constantly changing to reflect the times. These changes must be pursued, and human resources must be able to adapt well. Sanz-Valle and Jimenez believed that organizations today face various dynamic, uncertain, and complex forms of competition. It demands human resources capable of competing in the global market and having professional competence. Employee performance is a comparison between actual work outputs and the organization's standards for work (Dessler, 2006). By understanding and controlling performance following set targets, benchmarks, and competency criteria, performance management improves outcomes for organizations and people (Dharma, 2013; Haryono, 2018). Job performance is the result of an employee's work that can be accomplished by an individual or group of individuals within an organization, as determined by their respective rights and obligations to carry out the objectives of the organization in question legally, ethically, and within the bounds of the law. Performance indicators are quantitative and qualitative measures that describe achieving a goal and mutual trust, which means that members believe in each other's character, abilities, and integrity, which will result in a great performance from an employee. High performance requires patience, confidence, and the willingness and focus of all parties, and it takes time to develop (Safitri, Prasetyo, & Zulkhairi, 2019).

Academic services are initiatives taken to assist with preparing, meeting, or attending to the needs of students. During service activities, the served party conveys, presents, or performs something (Safitri, Prasetyo, & Zulkhairi, 2019). Academic services are directly related to students in higher education and encompass all systems and elements used in the college, such as the curriculum, general syllabus, lecture quality design, units of material presented in learning, evaluation, practicum, and guidance activities. To respond to this, offering training and high-quality professional development is necessary. Massie, Tewal, & Sendow (2015: 636) argued that these courses aim to

increase human resources' adaptability and capacity for career planning, training, and development. Robbins & Judge (2013: 352) assumed that since employee abilities must adapt as job demands change, it is thought that using training is a crucial Human Resource Management (HRM) technique.

Better planning through needs analysis affects the training program's success. Without doing a need analysis before implementing a training program, an institution may provide ineffective education and training. Training need assessment is the first step in effective training planning; It identifies the needs. According to Brown (2000), need analysis is an ongoing process in which data collection is used to determine what training needs exist so that it will be known what training can be used to develop and help organizations achieve their goals. An effort is made to identify the relevant issues and measures to discover answers to enhance employee performance through training need analysis (Canada, 2016: 162). Sumendap, Mandey, & Mambo, (2021) argued in their result that the influence of an employee's level of education and training might help them perform better when finishing their work. Due to this, efforts to identify and prioritize employee training needs are a fundamental and strategic process in managing different training activities for creative, innovative, and participatory development needs, which call for active involvement from all relevant parties.

The Faculty of Tarbiyah and Teacher Training of UIN Alauddin Makassar has a large human resource base. Hence, it has invested heavily in training and capacity building to enhance staff performance. Some of the training and self-development that has been done, such as performance improvement training, soft skill training, and cooperation training, is called "collective collegial." All employees must be able to participate in existing training to develop their competencies; thus, the leadership must administer the training program based on needs and provide accommodations. Needs are the gap between what is expected and the actual conditions. At the same time, Sujarwo & Kusumawardani (2020) argued that needs analysis is a tool for problem identification that can be used to determine appropriate actions. Training needs are the type of training needed by a person who holds a position or is a job executor. The need for training can arise from a gap in employee capabilities because there is a difference between the expected capabilities and the demands of carrying out tasks in the organization.

Brown (2000) argued that need analysis is an ongoing process in which data collection is used to determine what training needs exist so that it will be known what training can be used to develop and help organizations achieve their goals. Training need analysis is an effort made to find the right problems and steps to improve the performance of employees (Kanada, 2016: 162). Sumendap, Mandey, & Mambo (2021) argued that employees could improve their performance in completing their work by being influenced by their level of education and training. Based on this, efforts to identify and prioritize employee training needs are a critical and strategic process in managing various training activities for creative, innovative, and participatory development needs, which require active involvement from all relevant parties.

Fauzi & Kartika (2011: 54-60) categorized the analysis of training needs into five things that must be considered, including 1) employee performance gaps; 2) competencies that employees must possess; 3) support from various parties; 4) obstacles that may arise; and 5) materials needed by employees in training. This is in line with the factors that need to be considered to realize the provision of relevant and appropriate training in responding to the challenges and opportunities to face the competence of the world of education in the era of development in universities to manage systems and components and improve the expertise possessed by the Civil Servants concerned with the success of universities in achieving educational goals.

Utilizing the Training Need Assessment Tool (TNA-T) approach is one way to assess staff training needs which has the same line with Arep Ishak and Tanjung Hendrik, quoted by Andayani and Rustianingsih (2020: 59), who assumed that the Training Need Assessment Tool (TNA-T) method is used to analyze the gap between positional and personal work ability of employees, namely the workability that an employee has in conducting the work assigned to him. Using this technique, we can quickly determine what kind of training is required for staff members of an educational institution, including teachers and other support staff. Additionally, training need analysis can be done using phases as inputs or the outcomes of determining employee needs.

According to researchers' observations in each study program at the Faculty of Tarbiyah and Teacher Training, there are often more employees than the study program can accommodate. No survey has been done due to the need for employee training programs, followed by the preparation of training need assessments at the Faculty of Tarbiyah and Teacher Training. The training need assessment provides knowledge about the types of training program needs that are expected to be the needs of an organization so that the implementation of this program is right according to the target, right on the content of the curriculum, and right on the strategy to achieve its goals (Cekada, 2010). Thus, the training program plan is predicted not to meet the needs of employees. Training not driven by needs does not positively impact the perception of employee service or performance among students and alumni. This study's objectives include identifying the description of staff competence in the Faculty of Tarbiyah and Teacher Training during the 2021–2022 period, analyzing the program's demands, and suggesting a policy for its implementation in the 2023–2024 era.

RESEARCH METHOD

The research method used is quantitative descriptive with survey techniques. This study aims to analyze the need for training programs planned for 2023. To identify training needs using questionnaires, the researchers prepared written questions that refer to the information needs that have been previously determined. Types of questionnaires can be in the form of open, closed, or mixed questions (Adman, 2005). The data obtained were described in tables and graphs to make it easier for researchers to read the research results and formulate training needs programs for 2023.

This research was carried out at the Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar. The population was divided into two categories: 147 civil servants and non-civil servant lecturers, and 48 people of civil servant employees, honorary, and laboratory staff. To be able to conclude the need for accurate training, the researchers tried to trace the entire population, but due to time constraints, the total population that was successfully traced was 113 lecturers and 35 employees.

There are 2 kinds of data sources, namely primary and secondary data. The primary data were obtained through questionnaires about the needs of employee training programs and types of training attended. The secondary data were obtained by researchers in the form of the number of employees, survey results of the Quality Assurance Commission, and documents of training activities organized by the Faculty of Tarbiyah and Teacher Training.

The data collection is through questionnaires and documentation. The process includes several stages: 1) The researchers determined the respondents to be given a questionnaire to answer the research problem formulation. They were divided into lecturers and staff within the scope of the Faculty of Tarbiyah and Teacher Training; 2) The researchers requested respondents' willingness to carry out data collection activities; 3) The researchers gave a questionnaire in the form of a Google form; 4) The researchers cross-checked the respondents' answers in the questionnaire on the Google form if there were still not enough respondents who answer, the researcher would meet the respondents directly and provide the questionnaire; 4) The collected data were then tabulated and presented in the form of tables and graphs; 5) The researchers collected other supporting data from other sources such as documents from Quality Assurance Commission and study programs of Faculty of Tarbiyah and Teacher Training; 6) The researchers analyzed and described the data; and 7) The researchers reported the research results.

Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar conducts training programs to increase the competency of its staff, and this research examined and analyzed those programs from a policy perspective. This research included policy research because it analyzes policy. Policy research is used to make new policies on several things, especially programs that are already running and those that will run. The research approach used is the qualitative approach. To answer the phenomenon in question in this study, according to the type of research used, Nusa & Hendarmawan, (2012) defined the stages that the researchers carried out: 1) Identifying policy issues; in this study, the policy issues raised are the training programs held by the leaders of the Faculty of Tarbiyah and Teacher Training in the 2021-2022 period; 2) Formulate problems; in policy research, researchers try to answer problems; 3) Preparing an action plan for policy implementation, the output of this study is to produce an action plan in the form of a training needs assessment. Every stage is explained as follows:

1. Identifying policy issues: in this case, the policy issue raised is a training program held by the leadership of the Faculty of Tarbiyah and Teacher Training in the 2021-2022 period.

2. Formulating the problem; in this research, each problem in the survey tries to answer the following questions:
    a. How is lecturers' and employees' performance of Tarbiyah and Teacher Training Faculty during 2021-2022?
    b. What competencies are possessed by lecturers and employees of Tarbiyah and Teacher Training Faculty, and what competencies are needed based on their positions in 2021-2022?
    c. What are the needs of lecturers and employees of Tarbiyah and Teacher Training as policy suggestions for implementing training programs in 2023?

Therefore, the survey identified the types of training that lecturers and employees or staff attended during 2021-2022. After that, the survey also identified training needs for lecturers and staff by asking, "What training do lecturers and employees need?"

3. Developing an action plan for policy implementation. The output of this research is to produce an action plan made in the form of a training need assessment.

The focus of the type of policy research researchers use is on policies that serve service providers and as recommendations for improving previously established policies. Researchers expect that through the results of this study, the Faculty of Tarbiyah and Teacher Training can plan training programs that suit the needs of their employees.

RESULTS AND DISCUSSION

Lecturer and Staff Competency Analysis

Lecturers' Competence of Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar based on Quality Assurance Commission Data

Since the guidance from Rector UIN Alauddin Makassar started, e-learning has become more prevalent in the Faculty of Tarbiyah and Teacher Training, namely LENTERA. LENTERA (Learning Center Area) is a room or place for online student learning, commonly called e-learning, provided by UIN Alauddin Makassar (can be accessed at https://lentera.uin-alauddin.ac.id/. The virtual class model can help lecturers teach and facilitate students in the lecture process. The ability to use LENTERA as a teaching medium by lecturers can provide an overview of their professional competence in the use of IT. In the even Semester of 2020–2021, a survey was held on how often the use of LENTERA by lecturers of the Faculty of Tarbiyah and Teacher Training was held at the end of the Semester (September 2021). Based on that survey documentation from Quality Assurance Commission, results successfully tracked 76 lecturers. The findings indicating the number of lecturers who used LENTERA were that 44 lecturers (58%) were always or 100%; 11 lecturers (14%) were often or 70%; 4 lecturers (5%) were sometimes or 50%; 13 lecturers (17%) were rarely or 30%; 4 lecturers (5%) were never or 0% using LENTERA during the semester. The survey results illustrated in Figure 1 were carried out by Quality Assurance Commission to evaluate the quality assurance of Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar. The results of this

survey provide an overview of the pedagogical competence of lecturers. These results indicate the lecturers' pedagogical competence in using teaching media and IT in the Faculty of Tarbiyah and Teacher Training. It should become the subject of consideration by Tarbiyah and Teacher Training Faculty leadership for training lecturers on using the LENTERA application.
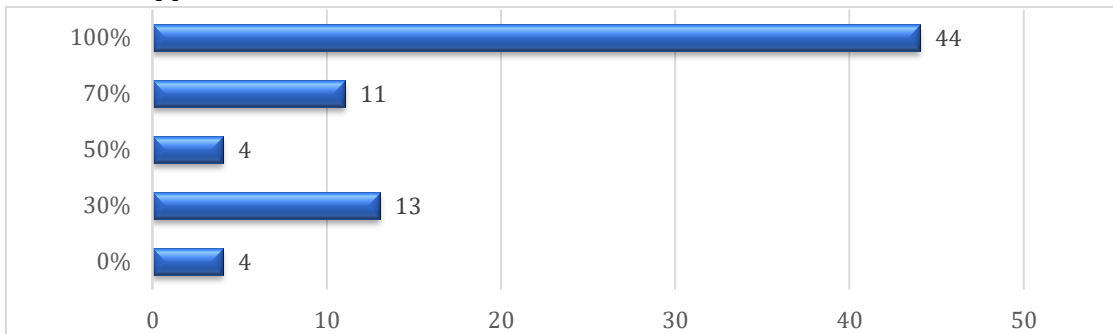

Figure 1. Percentage of Intensity of Using LENTERA by Lecturers of Faculty of Tarbiyah and Teacher Training as Teaching Media in the Even Semester of 2020/2021

The lecturers of Tarbiyah and Teacher Training Faculty performed better in the odd Semester of 2021-2022. This can be seen from a survey conducted by Quality Assurance Commission in February 2022 about the number of lecturers who used LENTERA as their main teaching medium. It is known that 133 lecturers were recorded as having various courses in Tarbiyah and Teacher Training Faculty during the odd Semester of 2021-2022. However, 127 lecturers completed an evaluation form for using LENTERA as a teaching medium. The results revealed that those who often used LENTERA were 112 lecturers (88%), rarely were 8 lecturers (6%), and never were 7 lecturers (6%). Those 112 lecturers used LENTERA to manage class by uploading teaching materials and topics, assignments and quizzes, and discussion forums. Some lecturers also used Big Blue Button and Google Meet for virtual face-to-face learning. Eight lecturers used LENTERA only to manage their attendance and upload their syllabi.

Consequently, it was claimed that their utilization was subpar. Seven lecturers did not use LENTERA at all, where attendance was carried out manually, and virtual face-to-face learning was using Zoom-Meeting and Google Meet media. Therefore, the results evaluation of this survey was then used as a basis for the leadership of Tarbiyah and Teacher Training Faculty to organize training activities on the use of the LENTERA application, especially for lecturers who did not maximize and use LENTERA at all as their teaching media.

The outcomes of student satisfaction polls also determined how well lecturers are teaching. Based on the results of a survey conducted by Quality Assurance Commission of Tarbiyah and Teacher Training Faculty on student satisfaction, which successfully reached 345 students of Tarbiyah and Teacher Training Faculty in the even semester of the 2020–2021 academic year. This survey evaluates student satisfaction with lecturers' ability to prepare teaching materials for learning tools, mastery of materials and methods, and the use of media and evaluation, as shown in Figure 2. The number of

students who answered in the very good category was 234. The good category was 100; the sufficient category was 2; no student answered in the bad or very bad category.
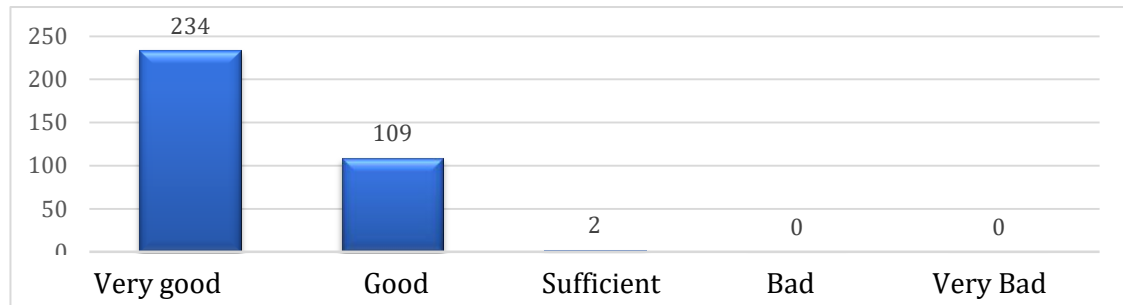

Figure 2. Student Satisfaction with the Ability of Lecturers to Prepare Teaching Materials for Learning Tools, Mastery of Materials, Methods, Media Use, and Evaluation in the Even Semester of the 2020-2021 Academic Year

The results for the odd semester of the 2021–2022 school year aligned with the previous survey (the even semester of the 2020-2021 academic year). The student satisfaction survey of lecturers' ability to prepare teaching materials for learning tools, mastery of materials, methods, media use, and evaluation presented in Figure 3 successfully tracked 214 students. It is known that most students also answered in the very good category, and the rest in the good and sufficient categories.
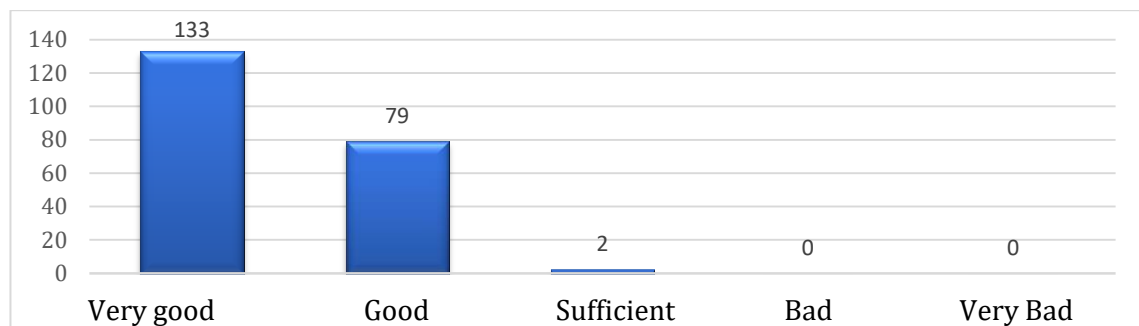

Figure 3. Student Satisfaction with the Ability of Lecturers to Prepare Teaching Materials for Learning Tools, Mastery of Materials, Methods, Media Use, and Evaluation in the Odd Semester of the 2021-2022 Academic Year

Based on a survey done last year and obtained from the Quality Assurance Commission of Tarbiyah and Teacher Training Faculty, it can be concluded that lecturers' pedagogical and professional competence is still in the very good range as seen by the fact that the majority of them have updated their use of the most recent teaching media applications. Most students rate their lecturers' teaching as very good based on the survey documentation data from Quality Assurance Commission.

Lecturers' Competence of Tarbiyah and Teacher Training Faculty Based on Survey Results of Types of Training Attended during 2021-2022

A lecturer must possess the skills required to perform his professional duties. Competence is defined by Seprini & Ningrum (2014) as a combination of abilities, character attributes, and knowledge required to perform professional activities.

Some categories of programs organized by Tarbiyah and Teacher Training Faculty at UIN Alauddin Makassar during the period 2021–Quarter 1 of 2022 can be seen in Table 1. The activities included are organized by the internal parties of UIN Alauddin Makassar, starting with study programs, Tarbiyah and Teacher Training Faculty, the Quality Assurance Institute of UIN Alauddin Makassar, and other parties within the scope of UIN Alauddin Makassar.

Table 1. Categorization of Training Types Attended by Lecturers of the Faculty of Tarbiyah and Teacher Training and Organized by UIN Alauddin Makassar

No.	Category	Number of Training
1	Additional professions of lecturers (auditors, assessors, instructors, facilitators, etc.)	1
2	Research Methodology	50
3	Development of institutions and study programs	1
4	PEKERTI	2
5	Education	2
6	Community service	5
7	Literacy and numeracy	5
8	Lecturer career support (acceleration of functional positions)	9
9	Capacity building	11
10	Curriculum	14
11	Research and research publications (preparation of scientific articles for national and international journals)	15
12	Quality assurance	17
13	Management of scientific journals	20
14	Learning Media	34
15	Religion and Islamic Studies	51
	Total	**169**

Source: Researchers' survey, 2022

Table 1 describes the training divided into 15 categories with various subjects. In this study, 169 different types of training were taken by the lecturers being tracked. The training is frequently provided at UIN Alauddin Makassar and led by respondents, specifically lecturers at Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar who participated in this study (113 lecturers, including both civil servants and non-civil servants), in the category of religion and Islamic studies, such as religious moderation. This activity was carried out considering that UIN Alauddin Makassar is one of the state Islamic religious universities, so it is important for every lecturer to use an Islamic

education in teaching under the vision of UIN Alauddin Makassar, namely "Center for Enlightenment and Transformation of Science and Technology Based on Islamic Civilization." Additionally, Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar has its vision: "Center for the Development and Transformation of Integrated Islamic Education, Multi-literation Dimensions, and National Competitiveness Based on Islamic Civilization in 2029."

During the 2022 period, the Lecturer Discussion Forum (FORDIKDOS) of Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar, in collaboration with the Quality Assurance Commission, held webinars and training activities under the title NgoPi (Smart-Talk). One of the courses carried out is Data Analysis: A Quasi Experiment. This training taught the lecturers of Tarbiyah and Teacher Training Faculty to process data in the stages of research methods with the quasi-experimental method. The theme of this training helped lecturers improve the quality of their research. It is known that one of the obligations for lecturers every semester is to carry out research that is published in journals. Acceptable research for publication must meet the requirements of the journal publisher and go through the review stage. For this reason, the quality of research results must be good to be accepted for publication.

Additionally, frequent activities include IT training, using teaching tools like Canva and Google Sites, and learning tools like LENTERA and learning media. Training on using learning media can help lecturers innovate in developing teaching materials. In their paper, Nursita (2022) argued that educators should increase their knowledge in their field of expertise and improve their skills in using technology because it can develop educators' competence in developing teaching materials with interactive media.

LENTERA (Learning Center Area) is a space or place for online student learning, commonly called e-learning. The virtual class model assists lecturers in teaching and facilitates students in the lecture process. LENTERA is an e-learning site at UIN Alauddin Makassar that must be used by UIN Alauddin Makassar lecturers, as conveyed in the education meeting by the Vice-Dean I of Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar. Therefore, all lecturers must have used this medium to deliver their teaching materials. Every semester, the Quality Assurance Commission of Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar surveys the number of lecturers who use LENTERA media to teach. It is known that based on data from the Quality Assurance Commission's last survey, which was distributed to record the use of LENTERA by lecturers at the Faculty of Tarbiyah and Teacher Training of UIN Alauddin Makassar in the odd Semester of 2021-2022, 127 lecturers answered the survey, as many as 13 lecturers did not use LENTERA. This number has been drastically reduced because in 2020, at the beginning of the odd semester of the 2020–2021 academic year, training on the use of LENTERA was held, which was attended by almost all lecturers of Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar (based on Dean's Decree No. 1533–1535 of 2020). The thirteen lecturers who still did not use LENTERA are due to their ignorance concerning using that media. Therefore, Tarbiyah and Teacher Training Faculty leadership plans to hold this training again at the beginning of the even semester

of the 2021-2022 academic year. Based on the observations, the training program is proposed under the results of the Quality Assurance Commission's survey. It overcomes problems raised by several lecturers related to LENTERA at the Education Meeting in the even semester of the 2021–2022 academic year. This means that the implementation of this program is tailored to the needs of lecturers.

Training in managing scholarly publications is common at Tarbiyah and Teacher Training Faculty. It is known that the faculty has 11 accredited journals ranging from SINTA 5 to 2 and several other journals that have not been accredited. The management of this journal is under every study program in Tarbiyah and Teacher Training Faculty. The journals conduct training to advance the skills of journal managers, including editors-in-chief, journal managers, editors, and reviewers.

Curriculum training is carried out to bring a new curriculum to all study programs and update the curriculum in all study programs of Tarbiyah and Teacher Training Faculty in preparation for the *Merdeka Belajar Kampus Merdeka* (MBKM) curriculum in 2021. One of the study programs that carry out curriculum training is the Islamic Education Management Study Program, Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar, under the Decree of the Dean of the Faculty of Tarbiyah and Teacher Training No. 119 of 2021. Additionally, several other study programs, such as Physics Education and Biology Education, carry out tasks related to implementing the curriculum. Furthermore, the training programs followed by lecturers of the Faculty of Tarbiyah and Teacher Training organized by other agencies can be seen in Table 2 below:

Table 2. Categorization of Training Types Attended by Lecturers of Tarbiyah and Teacher Training Faculty and Held Outside UIN Alauddin Makassar

No.	Training Conducted Outside UIN Alauddin Makassar	Number of training types
1	Quality assurance	6
2	Community service	4
3	Research and research publications (preparation of scientific articles for national and international journals)	19
4	Curriculum	10
5	Additional professions of lecturers (auditors, assessors, instructors, facilitators, etc.)	3
6	Policy maker	2
7	IT and learning media	13
8	Religion and Islamic Studies	8
9	Civic organizations	1
10	Literacy and Numeracy	5
11	Lecturer career support (acceleration of functional positions)	4
12	Managers of scientific journals	8
13	Research Methodology	12
14	Development of institutions and study programs	1
15	Capacity building	5
16	Education	2
	Total	**103**

Based on the survey results shown in Table 2, there were 16 types of training or workshops attended by lecturers of Tarbiyah and Teacher Training Faculty held by other agencies outside UIN Alauddin Makassar, with 103 types of training followed by 113 respondents who filled out the questionnaire. The training and workshops most often attended are those about IT and learning media, research methodologies, and curriculum.

Therefore, the competence of lecturers obtained by participating in training either organized by Tarbiyah and Teacher Training Faculty or followed independently by lecturers is very diverse, with various training variations. This can improve the skills and knowledge of lecturers of Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar. As Seprini & Ningrum (2014) said in their research, training is needed to do a good job and improve performance, a skill development process. Furthermore, Dato (2005) found that training activities can improve current and future performances.

Staff Competence Based on the Quality Assurance Commission Survey Results of the Faculty of Tarbiyah dan Teacher Training of UIN Alauddin Makassar

Based on the findings of surveys routinely conducted by the Faculty of Tarbiyah and Teacher Training, the performance of the faculty can be observed. Figure 4 describes a survey of the previous academic year conducted during the even and odd semesters of the 2020–2021 and 2021–2022 academic years, respectively.

According to the findings of a survey on the readiness of educational staff to respond quickly to academic and student needs, which was conducted in the even semester of the 2020–2021 academic year based on the survey documentation data from Quality Assurance Commission, 194 of the 345 students tracked in the survey responded in the very good category, 141 in the good category, 10 in the sufficient category, and none in the bad or very bad categories. The results of this survey can be seen in Figure 4 as follows:
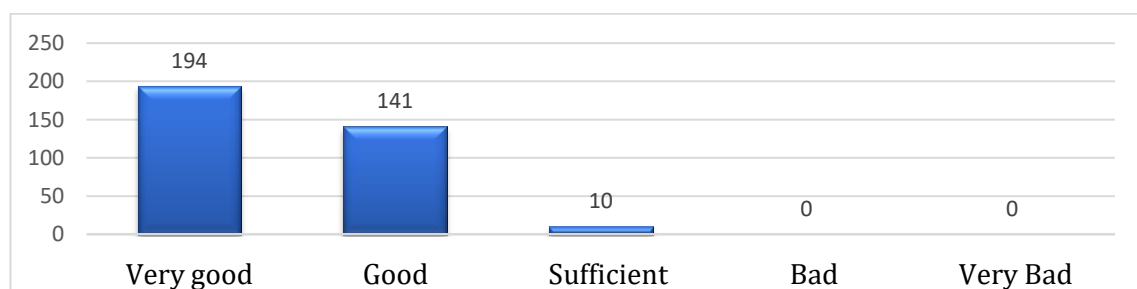

Figure 4. The Willingness of Educational staff to Provide Assistance and Services Quickly to Facilitate Academic and Student Needs in the Even Semester of the 2020-2021 Academic Year

The willingness of educational staff responses quickly to academic and student needs shows their professionalism. It revealed that 118 of 214 respondents tracked in the survey were in the very good category, 89 were in the good category, 6 were in the sufficient category, and none answered in the bad and very bad categories, as illustrated in Figure 5 as follows:
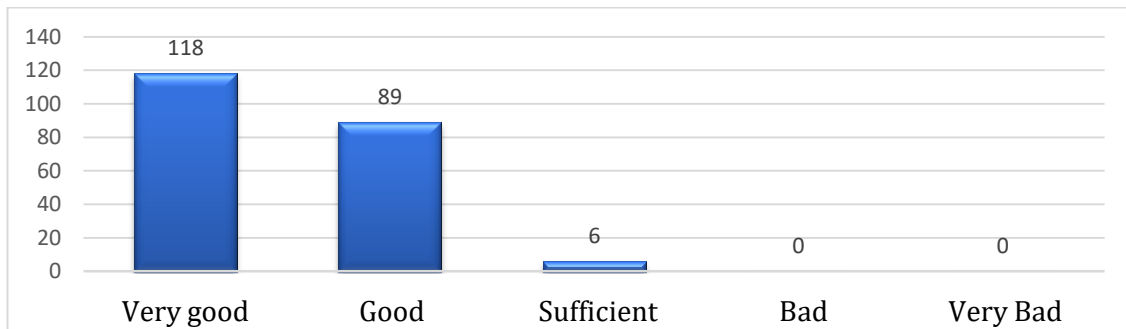
Figure 5. The Willingness of Educational Staff to Provide Assistance and Services Quickly to Facilitate Academic and Student Needs in the Odd Semester of the 2021-2022 Academic Year

The educational staff of Tarbiyah and Teacher Training Faculty were able to provide administrative and informative services. Based on the survey documentation data from Quality Assurance Commission, 205 students responded in the very good category, 133 in the good category, 5 in the sufficient category, and none in the bad and very bad categories. The results show in the following figure:
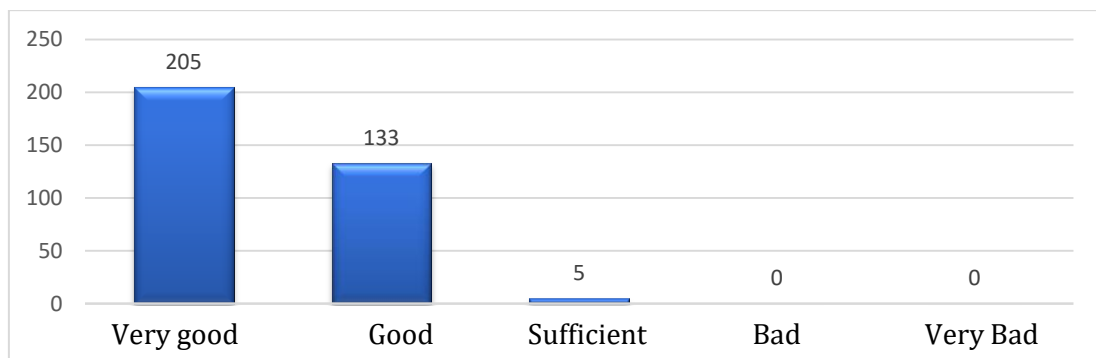

Figure 6. The Ability of Educational Staff to Provide Services that Include Administrative Services and Informative Services in the Even Semester of the 2020-2021 Academic Year

In the odd semester of the 2021–2022 academic year, the results of a survey conducted on the ability of educational staff to provide services, including administrative and information services, were not much different from the previous semester. Figure 7 illustrates that the total respondents were 214 students. These 130 respondents were in the very good category, 80 were in the good category, 4 were in the sufficient category, and none were in the bad and very bad categories. The results shown in Figure 7 are as follows:
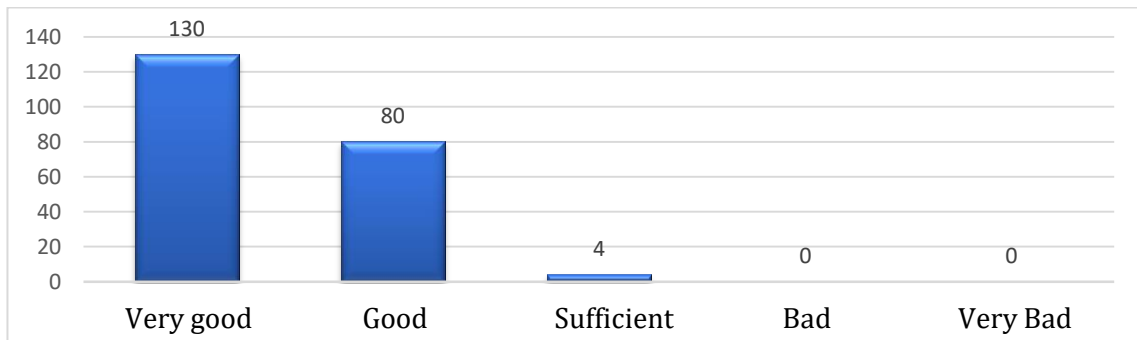
Figure 7. The Ability of Educational Staff to Provide Services that Include Administrative and Informative Services in the Odd Semester of the 2021-2022 Academic Year

The survey results indicated that respondents perceived they received good educational staff services. The Faculty of Tarbiyah and Teacher Training staff perform very well when offering academic and student services. The primary responsibility of educational staff is to serve students, and the Faculty at Tarbiyah and Teacher Training has done a great job of that.

Staff Competence of Tarbiyah and Teacher Training Faculty Based on Survey Results of Types of Training Attended during the 2021-2022 Period

Staff competence of Tarbiyah and Teacher Training Faculty can be seen based on the analysis of positions and training programs in which they have participated. The results of the training survey attended by staff or education personnel at Faculty of Tarbiyah and Teacher Training can be seen in Table 3 as follow:

Table 3. Training Categories Attended by Staff of Tarbiyah and Teacher Training Faculty for 2021–2022 Period

No.	Training Categories	Number of Training Types
1	Public Service Training	2
2	Excellent Service Training	6
3	Archivist Training	2
4	IT/E-Office Usage Training	14
5	Laboratory Management Training	2
6	Website Management Training	2
	Total	**28**

Source: Researchers' survey results, 2022

The staff of Tarbiyah and Teacher Training Faculty receive training adjusted to their placement or line of work based on the survey results in Table 3. If the field of work is an operator, then the staff will be included in training related to IT or E-Office. If the staff's field of work is administrative, they will be given public service training, excellent service training, and archivist training. The number of training sessions attended by 25 staff successfully tracked in this study was six categories, and respondents attended 28 types of training.

Educational personnel of Tarbiyah and Teacher Training Faculty participated in various training. Although the time per staff provided was not met, operators are the staff who frequently receive training. However, staff in the service department did not receive training under these provisions in the period from 2021 to 2022. It can also be seen in the survey results that several positions, such as laboratory workers, did not receive laboratory management training. This is why it requires the leadership's attention to provide training programs equally for staff to enhance the abilities acquired via the training program.

Draft Policy for Training Program at Tarbiyah and Teacher Training Faculty

Stage of Determining Policy for Training Program

The training program applied to the Faculty of Tarbiyah and Teacher Training UIN Alauddin Makassar was planned one year earlier because this program was included in the annual financial plan. The faculty organize training programs, and the study program organizes others. Relating to training activities aimed at staff, the program is organized by the faculty. In contrast, for training programs intended for lecturers, many are organized by study programs aimed at their respective study program lecturers. As long as the Faculty of Tarbiyah and Teacher Training proposes to enter an integrity zone, it is a requirement for the faculty to carry out training programs for its employees at least 20 hours per person per year to improve employee performance, especially the quality, productivity, and work performance of employees. This helps the Faculty of Tarbiyah and Teacher Training to build training programs that are more targeted and concentrated.

Based on the findings of this research, it can be noted that the training program run by the Faculty of Tarbiyah and Teacher Training is suggested through numerous stages, starting from planning, organizing, implementing, to controlling, namely:

a. Planning

Routine meetings, such as monthly leadership meetings, serve as the starting point for planning the execution of operations. The purpose of this meeting is to discuss any modifications to current policies and the issues that the study program has run into. In addition, the plan of faculty-level training activities is also based on the results of evaluations carried out by Quality Assurance Commission on user satisfaction and study program meetings with GPM to determine the needs of study program-level training related to the study program roadmap. The training plan that has been determined is then made into a finance proposal (TOR) and RKA-KL, which is a budgeting document containing a program of activities to be implemented and to be proposed to the center related to budget issues. The approved training program plan is budgeted and can be viewed in the POK (Operational Activity Guidelines). Unfortunately, planning is not well documented, and without training needs assessments, program planning is only based on the results of the Quality Assurance Commission survey and the perspectives of faculty and study program leaders, as well as the GPM, so the result is very subjective. This planning should be adjusted to the needs of lecturers and employees so that the identification of needs goes directly to the people who participate in the training.

b. Organizing

The task of organizing involves allocating personnel, including deciding on the name of the implementation committee, identifying resource people who are professionals in the area of the planned training, selecting moderators and facilitators who guide the course of activities, and identifying participants who require training. These names are ratified in the Decree of the Dean of Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar, which states each implementer's primary duties and functions.

c. Implementation

The implementation of training refers to the finance proposal with a budget under each program's POK. Training programs can be implemented by study programs and faculties, depending on which programs are approved by the center.

d. Controlling

The activities that have been carried out will be prepared as an accountability report to be reported to the Dean of the Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar. In addition, the committee conducts monitoring and evaluation surveys in each activity to see the changes obtained by trainees after being given training. These results usually show positive things, which means that the implementation of the training has gone well and can achieve the goals that the implementer has planned. Furthermore, the Quality Assurance Commission of Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar conducted service user satisfaction surveys to see the training results. The results of this evaluation are used as input for implementing further training activities.

Needs Analysis of Training Programs for Lecturers and Staff at Faculty of Tarbiyah and Teacher Training UIN Alauddin Makassar

Based on a survey of the training programs respondents need, it is quite diverse, consisting of 36 types of programs. The researchers then classified the variety of training into several main training themes, shown in Table 4 below:

Table 4. Theme Cluster of Lecturer Training Needs, 2023

No	Training Themes	Number of Needs
1	Learning	23
2.	Research and publications	16
3.	Quality assurance/study program development	4
4.	Professional and career	18
5.	Community service	5
6.	Other issues	1
	Total	**66**

Source: Researchers' survey results, 2022

Competencies that must be possessed by a lecturer based on the Law No. 14 of 2005 concerning Teachers and Lecturers, as well as PP 37 of 2009 concerning Lecturers,

which states that those competencies include pedagogic, professional, personality, and social (Government Regulation of the Republic of Indonesia, 2009; President of the Republic of Indonesia, 2005). Based on the results of the documentation that has been collected and the survey conducted by the researchers, three competencies require training to be carried out by Faculty of Tarbiyah and Teacher Training, namely pedagogic, professional, and social competencies. In addition, based on their function as the executors of the tri dharma of higher education, lecturers must carry out education and teaching, research, community service, and support which then become a lecturer's performance load every Semester (Fitroh, 2013). Therefore, researchers categorize training needs based on these two things: the competencies that lecturers must own and the obligation to fulfill the lecturer's performance load through implementing the tri dharma presented in Table 5.

Table 5. Needs Analysis of the Training Program for the 2023-2024 Implementation Year for Lecturers at the Faculty of Tarbiyah and Teacher Training

No	Basic Concern Identified	Training Inventions	Annual Plan and Organizers
1	Education: updating teaching methods and strategies; using IT-based learning media; implementing independent learning curricula; developing learning modules and compiling HOTS questions; developing science based on research; and participating in community service activities.	**Training**	
		Improving teaching methods and strategies.	2023 - 2024
		IT-based learning media applications, such as information systems, support learning systems, including audio-visual learning.	2023 - 2024
		MBKM learning model.	2023 - 2024
		Development of teaching modules and HOTS questions.	2023 - 2024
		Integrating Learning with Research and Community Service.	2023 - 2024
2	Research and Publications: Identifying the need to improve the quality of research and publications on international scales.	**Training**	
		Network/information for international publications.	2023 - 2024
		Indexing of research profiles.	2023 - 2024
		Improvement of scientific writing skills.	2023 - 2024
		Data management and analysis for research	2023 - 2024

No	Basic Concern Identified	Training Inventions	Annual Plan and Organizers
		support.	
		Online journal management.	2023 - 2024
3	Community service: identifying the need for service learning and improving its dissemination.	**Training**	
		Service learning-based community service application.	2023 - 2024
		Development of community service activities according to the needs of schools/madrasas.	2023 - 2024
		Integrating community service and journals.	2023 - 2024
4	Development of professional competencies and lecturer careers: acceleration of career improvement and development of additional duties other than lecturers.	**Training**	
		Increasing the scientific capacity of lecturers, such as the quality of public speaking, the quality of language, and other professional competencies.	2023 - 2024
		Career development with additional duties aside from being a lecturer.	2023 - 2024
		An increase in the number of lecturer recognitions.	2023 - 2024
		Guidance for accelerating the submission of functional positions for lecturers.	2023 - 2024
5	Study program quality assurance: identification of study program needs in preparation for accreditation.	**Training**	
		Preparation of quality survey and implementation of PPEPP.	2023 - 2024
		Preparation of accreditation instruments 9 criteria.	2023 - 2024
		Preparation for superior	2023 - 2024

No	Basic Concern Identified	Training Inventions	Annual Plan and Organizers
		accreditation.	
		Identification of lecturer quality assurance measures for committee teams and quality assurance groups.	2023 - 2024
6	Other: Safety issues.	**Training**	
		Occupational safety and health concerns for lecturers.	2023 - 2024

Source: Researchers' Processed Data, 2022

Based on Table 5, the majority of the needs selected in the survey results are about education and learning, and the types of training are about learning media, making HOTS questions, teaching strategies, preparing RPS, doing STILES-based modules, MBKM, teaching media and techniques, and applying an applied approach. The following most important needs are professional themes and lecturer careers, including the professional development of lecturers and additional careers for lecturers such as assessors, cadres of scholars, etc.

Six basic concerns are identified in Table 5, which are then used as the basis for preparing the invention training. The basic concern identified by number 1 describes the need for training to meet the needs for pedagogic competence and the implementation of the *tri dharma* of education and teaching; number 2 describes the need for training to meet the needs for professional competence and the implementation of the *tri dharma* of research; number 3 describes the need for training to meet the needs for social competence and the implementation of the *tri dharma* of community service; number 4 describes the need for training to meet the needs for professional competence and the implementation of supporting *tri dharma*; number 5 describes the need for pedagogic and professional competencies, as well as the implementation of supporting *tri dharma*; and number 6 is another issue that is important to implement to support the work safety of lecturers.

According to Table 5, the choice of programs depends on the fundamental skills that lecturers need to have, namely academic or scientific skills and professional development. In line with these findings, Jadidah (2021) research revealed that the two basic abilities of lecturers are scientific ability and transferring knowledge.

Furthermore, the results of research on the analysis of training needs for staff at the Faculty of Tarbiyah and Teacher Training can be seen in Table 6 below:

Table 6. Survey of Training Program Type Needed by Staff, 2023

No.	Types of Training Needs	Respondents
1	Public Service Training	2
2	Excellent Service Training	9
3	Archivist Training	4
4	IT/E-Office Usage Training	7
5	Laboratory Management Training	1
6	Financial Management Training	4
7	Website Management Training	7
	Total	**34**

Source: Researchers' survey results, 2022

Table 6 describes the survey results related to the training program type needed by staff. The results show the number of respondents who chose their types of training needs. This training needs to correlate with the position and placement of respondents. In Table 6, the types of training are then divided into 2 categories to improve employee performance, namely through training that can increase employee knowledge and skills, such as using office equipment and technology (Hasibuan, 2011). The employees can work well if they are supported by knowledge of their job descriptions. Kaswan (2011) stated that every employee must have the skills to become a provision in carrying out all of his duties and responsibilities. Public service training, excellent service, archiving, use of IT, laboratory management, finance, and websites are several types of training that must be mastered by employees both in terms of knowledge and skills.

The matrix of training recommendations for employees according to their position is presented in Table 7 as follows:

Table 7. Needs Analysis of Employee Training Programs at the Faculty of Tarbiyah and Teacher Training

No	Fundamental Importance		Training Recommendations
1	Knowledge	Individual Development	Training to support a specific function.
		Based on specific field/job/task	Training to support a specific function.
		Administration	Records management.
		Knowledge of technology	Training on the use and maintenance of facilities.
2	Skills	Mastery of technology	Training using a computer.
		Leadership	Training to support a specific function.
		Administration	Records management.

Source: Researchers' Processed Data, 2022

Table 7 shows training that should be carried out based on the needs of lecturers at Tarbiyah and Teacher Training Faculty of UIN Alauddin Makassar for the 2023 period. The training includes improving the ability of lecturers to transfer knowledge to

students; training on professional and lecturer careers to accelerate the career development of lecturers; training on research and publications, both national and international, to improve the quality of lecturers' writings and increase the number of publications; training on the implementation of community service, which is one of the obligations that must be fulfilled by lecturers in BKD every semester; and on quality assurance and development of study programs to improve the quality of study programs and prepare for accreditation. Furthermore, based on the needs of staff at the Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar for the 2023 period, training should be carried out on the use of IT/E-Office and the website for operators, archivist training, excellent service, and public service training for administration and services, financial management training for treasurers and finance departments, and laboratory management training for laboratory managers.

Developing employee competencies through education and training is governed by Law Number 5 of 2014 Concerning Civil Servants. Article 70 is quoted as follows: "Every employee of the Civil Servants has the right and opportunity to develop competencies." The development of these competencies includes education and training. Thus, to develop this competency in the Faculty of Tarbiyah and Teacher Training, especially Civil servants. The leadership must compile an employee competency development plan through planning training programs that are directed and meet needs. The training programs that can be formulated in this research are expected to meet the needs of lecturers and staff of Faculty of Tarbiyah and Teacher Training, so it is expected that the leadership of the Faculty of Tarbiyah and Teacher Training can plan for these activities to be included in the work program of the Faculty of Tarbiyah and Teacher Training for 2023. Smith (2000) said that training is a planned process to modify attitude, knowledge, and skill behavior through learning experiences to achieve effective performance in an activity or range of activities. The followings are the difficulties encountered throughout the training program's implementation: 1) limited budget allocation approved by the finance department of UIN Alauddin Makassar; and 2) some employees have not been motivated to improve their competence and professional self-development. The obstacles mentioned are in line with what Jadidah (2021) said, namely, the factors that are obstacles to optimizing lecturer development, including limited budget allocation for development programs due to many primary needs of the institution and the motivation of lecturers for self-development, which is still low due to inadequate task rewards.

CONCLUSION

The variations in the training programs attended during the 2021-2022 period are very diverse, thus showing the competence of lecturers and staff who are assessed based on the quality survey from Quality Assurance Commission in the very good category. The training needs for lecturers are adjusted to the competencies that must be owned and the obligations to implement the *tri dharma* of higher education, including 6 types of basic concerns identified, namely training to maximize education and learning to support pedagogic competence and the implementation of the *tri dharma* of education and

learning, training to support research and publications for support professional competence and implementation of *tri dharma* research, training to support social competence and implementation of *tri dharma* of community service, training to support professional competence and implementation of supporting *tri dharma*, training to support pedagogic and professional competence, as well as the implementation of supporting *tri dharma*, and the last, training for meeting the needs of other issues, namely work safety. As for employees, training needs are focused on increasing knowledge and skills according to their job descriptions. Furthermore, based on the needs of staff at the Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar for the 2023 period, training should be carried out on the use of IT, E-Office, and the website for operators; archivist training, excellent service, and public service training for administration and services; financial management training for treasurers and finance departments; and laboratory management training for laboratory managers.

Therefore, this study implies that several programs must continue to be planned according to the needs of employees to improve the quality of services provided by Faculty of Tarbiyah and Teacher training for students and the community. Employees and staff must always support activities planned by the leadership. In contrast, employees and staff who feel that their knowledge and skills are still lacking in some areas must participate actively in programs that the Faculty of Tarbiyah and Teacher Training have prepared. For the category of employees, attention is needed to strengthen competencies according to the position by providing training specific to their position, and the required portion is 20 hours per employee.

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