



Accelerating The Increase of Functional Positions of Lecturer At Pekalongan University

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Abstract

One of the main human resources in every university is lecturers. Lecturers in each activity will be related to education-learning, research, and community service as the implementation of the Tri Dharma of Higher Education. Lecturer activities in the Tri Dharma of Higher Education can support lecturer career development. One of the career developments for lecturers is promotion to functional lecturer positions. The reality at Pekalongan University is that many lecturers are late in being promoted to their functional positions. So an in-depth analysis is needed to study this. The aims of this research are: 1) to describe lecturers' understanding of career development through functional positions; 2) describe the obstacles faced by Pekalongan University lecturers in applying for promotions to functional positions and 3) analyze the acceleration of applications for promotions to functional positions for lecturers at Pekalongan University. The method used in this research is qualitative research. Data collection methods include observation, interviews and document study. The data validity technique used is triangulation. Meanwhile, the data analysis technique uses data reduction, data display, drawing conclusions and verification. The results of this research are: 1) Lecturers' understanding of career development through functional positions is not yet fully understood. Lecturers have been given direction and guidance regarding the implementation of the Tri Dharma of Tinngi College to support lecturer careers, especially for promotion to functional positions. However, in practice, lecturers still have difficulty meeting the credit threshold, especially in the field of conducting research. Apart from that, administrative obstacles are also the reason why lecturers are reluctant to prepare documents for promotion to functional positions; 2) There are 3 (three) obstacles for lecturers in applying for promotion to functional positions, namely individual lecturer obstacles, agency support and LLDIKTI and DIKTI policies in the Credit Score Assessment system; 3) Acceleration of promotions to functional positions carried out by Pekalongan University by implementing strategic management which includes the strategy formulation stage, strategy implementation stage and strategy evaluation stage.

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INTRODUCTION

One way in which the progress of a university is determined is the quality and existence of its human resources. If existing human resources are in line with their competencies, it will be the goal of various parties to advance the institutions or organizations they manage so that they are able to compete with other higher education institutions (Wardi, 2022). One of the main human resources in every university is lecturers.

Lecturers in each activity will be related to education-learning, research, and community service as the implementation of the Tri Dharma of Higher Education. Lecturer activities in the Tri Dharma of Higher Education can support lecturer career development. Lecturer career positions consist of four levels, namely: Assistant Expert, Lector, Associate Professor, and Professor. (Hariyadi, 2022).

In general, promotion to lecturers' ranks and positions is slow. In fact, the rank and position of a lecturer will influence the quality of learning in higher education, and will even influence the accreditation of study programs. This happens absolutely in all universities, including at Pekalongan University. The following is data on the number of lecturers based on functional positions at PDPT Pekalongan University as of July 2023.

Table 1. Number of Pekalongan University Lecturers as of July 2023

No	Functional	Number of Lecturers
1	Instructor	34
2	Expert Assistant	50
3	Lector	69
4	Associate Professor	8
5	Professor	1

From the table above it can be concluded that the level of functional positions of lecturers at Pekalongan University is still low. The recapitulation of functional promotion data for lecturers from the Personnel Department as of July 2023 shows that as many as 45 lecturers were orderly promoted to functional positions from their last TMT position. A total of 56 lecturers were late in promotion to functional positions from 5 years to 20 years. This

data is certainly concerning and has a big impact on the quality of higher education. There are several common reasons why promotions to functional lecturer positions to Head Lector (LK) and Professor (GB) are not approved, especially by the Ministry of Education and Culture's PAK team. First, the total credit number does not reach the required credit number. Second, special requirements cannot be met, namely the absence of an accredited national journal or reputable international journal. Third, several scientific works were found that fell into the plagiarism category. The phenomenon of growth minus LK and GB is a common phenomenon in various universities (PT) in Indonesia, including Pekalongan University.

Based on the experience of several lecturers who applied for promotion to functional lecturer positions, they were constrained by special requirements based on the October 2019 Credit Score Assessment Operational Guidelines (PO PAK). Lecturers are often known for special requirements in the publication of scientific articles. This is due to the lack of interest and motivation in publication due to busyness and difficult online administration. Apart from that, lecturers are sometimes reluctant to pay publication fees. In fact, funding support from the Institute for Research and Community Service (LPPM) at Pekalongan University is already available. However, publication funding is intended for lecturers who publish their scientific articles in reputable international journals and accredited national journals SINTA 1 & 2.

Each lecturer has different abilities in managing their personal documents, especially documents for implementing the Tri Dharma of Higher Education. Most Pekalongan University lecturers are still not orderly in archiving documents for implementing the Tri Dharma of Higher Education, either manually or digitally. This causes lecturers to experience difficulties when applying for promotions to functional positions because the documents to be uploaded are incomplete.

Technological developments follow increasingly global developments. This also includes the process of applying for promotions to functional lecturer positions. Not all Pekalongan University lecturers understand the process of applying for

promotion to functional lecturer positions online in detail even though there is a Best Practice Book from LLDikti Region VI. Because of this, many lecturers find it difficult and end up being lazy in completing their functional promotion applications. Moreover, if the documents to be submitted are not ready, it will take longer. Several trainings and workshops to accelerate applications for functional positions have been carried out by LLDikti VI or internally at Pekalongan University, however, several lecturers still experience difficulties in the process of uploading documents and filling in data on SIJAGO if they are not personally guided (Best Practice for Academic Functional Positions for LLDIKTI Region VI Lecturers, 2018).

Previous research conducted by Arbani and Muhammad Akbar (2019) showed that the management of lecturer credit score assessment at Kopertais Wilayah Other research conducted by Pratiwi Shinta Marini (2022) shows that the implementation of the functional position administration process at Sriwijaya University from Teaching Staff to Expert Assistants and from Expert Assistants to Lecturers is generally less effective because it exceeds the Standard Operating Procedures (POS) of Sriwijaya University, lecturers at The Sriwijaya University environment does not yet know and understand the requirements and procedures for proposing functional position documents, and there are still differences in perception between reviewers in assessing functional lecturer promotion documents, and reviewers also do not understand the use of technology, as well as non-compliance with the implementation within the time duration. each stage by inspection.

Other research conducted by Sukmalina et al (2023) showed the results that the factors that had a statistically significant influence on the functional position level of lecturers were the field of science, the lecturer's length of service, class class, and recent education. The results of ordinal logistic regression modeling to estimate the probability of a lecturer's functional position are 0.0297 times smaller than the odds of a lecturer with a doctoral degree who has a functional position as a lecturer compared to a lecturer with a master's degree. The level of accuracy of the prediction results of the ordinal logistic regression model is 98.96%, meaning that the

resulting model has a very good level of accuracy for predicting opportunities for functional positions for lecturers at the MIPA faculty, Sriwijaya University.

Lecturer problems in applying for promotion to functional positions must of course be resolved with appropriate, effective and efficient strategies. This research was conducted to further analyze lecturers' obstacles in applying for functional positions. Apart from that, it is to analyze the acceleration of promotions to functional positions so that lecturers do not delay the application process. It is hoped that the acceleration of promotions to functional lecturer positions at Pekalongan University can improve the implementation of the Tri Dharma of Higher Education so that it can improve the quality of higher education towards superior accreditation.

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The process for proposing promotions and lecturer positions at Pekalongan University must be conditioned so that the process does not seem complicated. Several strategic steps that can be taken are: forming an acceleration team for publications, increasing the capacity of human resources, an online archive system, research grants for lecturers who have the potential to advance to the level of Associate Professor and Professor, and distributing the workload.) administrative staff who handle the JAJA Go Online (SIJAGO) System.

In implementing the accelerated promotion of functional positions for lecturers, the PAK PT Team and Pekalongan University Leadership determined strategic management to achieve optimal results. Strategic management is a process for running an institution and which will regulate all institutional

activities carried out. With this management, the institution will know the direction, movements, steps and goals of the institution.

According to Wheelen & Hunger, strategic management is a series of managerial decisions and actions that determine an institution's performance in the long term. According to Marrus, strategy is defined as a process of determining plans by top leaders that focus on the long-term goals of the organization, accompanied by the preparation of a method or effort on how to achieve these goals. Furthermore, Quinn defines strategy as a form or plan that integrates the main goals, policies and series of actions in an organization into a unified whole. A well-formulated strategy will help organize and allocate the institution's resources into a unique and sustainable form. A good strategy is prepared based on the internal capabilities and weaknesses of the institution, anticipating changes in the environment (Usman, 2022).

Strategic management is a scientific field that is growing and developing rapidly. Strategic management views an institution as a series of interrelated processes and tries to explain how the institution can develop and be successful in dealing with its environment (Ramdhani, 2019).

David explained that the strategy management process consists of three stages, namely, formulating strategies, implementing strategies and evaluating strategies. The stage of formulating a strategy includes establishing a vision and mission, identifying opportunities and challenges facing the organization from an external perspective, determining the weaknesses and strengths of the organization from an internal perspective, developing long-term plans, creating alternative strategies and selecting certain strategies that will be implemented. achieved (Usaman, 2022)

The strategy implementation stage requires a decision from the authorities in making decisions to set annual goals, create policies, motivate employees, and allocate existing resources so that the strategy that has been formulated can be implemented.

The strategy evaluation stage is the final stage in strategic management. Managers really need to know when a formulated strategy is not working well. Strategy evaluation has three fundamental

activities, namely reviewing internal and external factors that form the basis for the current strategy, measuring performance and taking corrective steps.

METHOD

In this research, researchers used qualitative research. Qualitative research is research intended to understand certain phenomena. The data obtained was processed using qualitative methods, with inductive/qualitative data analysis (Sugiyono, 2016).

In this research, researchers used a qualitative descriptive research design. Research subjects are the main source of research that has research data. Those taken as research subjects are the parties who are responsible, truly control, know and are involved in accelerating functional lecturer positions at Pekalongan University. The subjects in question are: Deputy Chancellor II, Head of Civil Service, PAK University Team and Pekalongan University lecturers.

Data collection techniques used by researchers in obtaining data and information include observation, interviews, documentation and questionnaires. The data taken is data that is related to the acceleration of functional lecturer positions at Pekalongan University. In this research, to test credibility, the researcher used triangulation. Triangulation is checking the validity of data that utilizes something other than the data for data checking purposes, or is often called triangulation as a data comparison. The data analysis used by researchers is the Miles Huberman model data analysis which includes data reduction, data display, drawing conclusions and verification (Sugiyono, 2016)

RESULTS AND DISCUSSIONS

Lecturers' Understanding of Career Development

Lecturers' understanding of career development through functional positions at Pekalongan University still needs to be improved. Based on observations, interviews and document studies that have been carried out, there are similar results as follows.

- a. New lecturers who have been given training and information by the Rectorate Leadership and the PAK PT Team regarding the implementation of the Tri Dharma of Higher Education will understand this as a task that must be carried out while being a lecturer. The training provided includes preparing teaching tools for lectures, research and scientific publications as well as carrying out community service as well as other lecturer support activities. New lecturers tend to be more responsive when given direction regarding lecturer career paths. However, in practice, some new lecturers are sometimes still confused about the initial steps of improvisation regarding the implementation of the Higher Education Tri Dharma. So the PAK PT Team must regularly monitor so that new lecturers remain disciplined in implementing the Tri Dharma of Higher Education.
- b. Old lecturers who have applied for functional positions already understand the importance of implementing the Tri Dharma of Higher Education to support lecturer careers. Individual lecturer factors are very influential in fulfilling the minimum credit figures for applications for promotion to functional positions. Some of the things that often occur are busy teaching and activities on campus as well as difficulties in preparing article manuscripts and scientific publications. Apart from that, the administrative reasons for arranging documents and operating SIJAGO are considered difficult by lecturers. Until finally lecturers became reluctant to take care of promotions to functional positions.
- c. Efforts made by universities through the PAK PT Team are to carry out coordination and facilitation activities in obtaining credit points for promotion to functional positions. This coordination activity is carried out periodically so that lecturers are always monitored on their progress in meeting credit figures.
- d. Another effort made by universities is to provide an internal research and service grant budget through the LPPM Pekalongan University. Research and service grants can be used by lecturers as material for carrying out scientific publications and community service activities.

Lecturers' careers and functional positions are interrelated and influence each other. Functional positions determine the duties and responsibilities of lecturers in teaching, conducting research, and providing services to the community. In a higher functional position, a lecturer will have more complex duties and responsibilities and may require special skills and certain experience. In a career context, functional positions are the basis for lecturer career development because each functional position has academic standards that must be met by a lecturer to advance to a higher functional position. So, a lecturer's career progress is closely related to the functional position he or she holds.

On the other hand, career also influences the functional position of lecturers. A career-oriented lecturer will tend to develop the skills and competencies needed in their functional position and may seek opportunities to take on a larger role within their educational institution. On the other hand, a lecturer who is not career-oriented may only carry out the duties and responsibilities in his functional position in a routine manner without making any efforts to improve himself.

In order to achieve the desired career goals, a lecturer needs to understand the relationship between career and functional position and prepare himself with skills, experience and qualifications that are in accordance with the demands of his functional position and career development. Lecturers' understanding of the implementation of the Tri Dharma of Higher Education in practice is still not optimal. In fact, fulfilling the minimum credit figures for promotion to functional positions to support lecturer careers is very dependent on the implementation of the Tri Dharma of Higher Education. Some of the results of this research also occurred at other universities.

Research by Noviyanto (2022) states that there are many unique cases in the process of fulfilling credit figures for promotion to functional positions. There are lecturers who fulfill their obligations and are eligible to be promoted to functional positions but are not promoted to functional positions, so lecturers and universities need to be proactive regarding functional promotions.

Several factors contribute to the lack of progress in the functional level of lecturers, including

individual development, organizational strengthening (management) and the need for institutional improvement (Wardi, 2022). Apart from all the things about the tridharma duties of lecturers. Technical factors in the form of procedures and coordination between internal units are things that need to be paid attention to as well as political coordination with ministries, in order to increase the functional position of lecturers (Baidhowah & Nangameka, 2020). One effort to overcome scientific publications is by carrying out research and community service (Walhidayat, 2023). Writing scientific papers is a big obstacle for lecturers in applying for promotions to higher functional positions (Luciana, 2023)

Functional lecturer positions are proof of achievement and lead to awards for lecturers. In this regard, applying for promotions online provides convenience and acceleration of promotions to functional positions (Aththaariq, 2021). It has been proven that lecturers with higher functional positions have higher satisfaction (Damrus et al., 2021). Based on several of these statements, it can be interpreted that functional positions have their own attraction for lecturers to work and strive to improve competence so that it has an impact on performance. The portfolio results from lecturer performance are then used to increase the level of functional positions. In particular, the challenge in improving the functional position of lecturers still lies in fulfilling the tridharma of higher education (Hariyadi, 2022).

Lecturers' perceptions regarding promotion to functional positions can provide hope, opportunities, benefits and even become a nightmare, namely in addition to increasing duties and responsibilities as reflected in increasing the abilities, authority and profession of lecturers, on the other hand it can boost accreditation which can increase public confidence in the quality of implementation. education at university. However, it needs to be an important note, in this case it is also a bad hope, where a lecturer with a very long experience of teaching is constrained by having to calculate the value of credit numbers, grouping the tri dharma and distributing the obtained credit numbers into DUPAK (List of Proposals for Submitting Scores). Credit), and the flow of proposals for promotion to functional positions. Guidance and motivation to achieve a

lecturer career in a functional lecturer position is really needed by all lecturers in the tertiary environment, because some lecturers are not yet motivated about what to do when it is time for them to be proposed for promotion to their functional position.

Obstacles for Lecturers in Applying for Promotion to Functional Positions

The obstacle for lecturers in applying for promotion to functional positions at Pekalongan University most often occurs in the lack of credit figures from the results of the Tri Dharma PT implementation, especially in the implementation of research, especially on special requirements and unstructured lecturer administrative arrangements. Fulfilling credit scores for applications for promotion to functional positions requires a special strategy so that lecturers remain targeted in implementing the Tri Dharma of Higher Education.

In the implementation of education, lecturers can use teaching and teaching tools in lectures. For lecturers with additional duties as structural leaders, this can also be added to the implementation of education. In carrying out research, lecturers need special strategies to be on target in selecting publications for special requirements and predicting the amount of research obtained after being at the assessor's assessment stage. Inaccuracy in selecting publications greatly influences the results of research implementation. In carrying out community service, lecturers can use reports on community service activities or publication of articles in service journals. Supporting activities for all lecturers at Pekalongan University are very easy to carry out because they can use participation activities in scientific activities or can use their participation in teams/agencies for activities at the University.

Tri Dharma activities are the main requirement to support lecturer performance. Lecturer functional positions are calculated based on the Credit Score obtained from Tri Dharma activities. The results of previous research by Ismail (2023) show that there are obstacles that trigger problems related to functional positions of lecturers in higher education, including the following: 1) Lack of attention from HE leaders regarding the importance of functional positions of lecturers; 2)

Lack of lecturers' knowledge about the steps and stages of applying for functional positions online; 3) Lack of involvement of experts in providing outreach/training related to functional lecturer positions.

Furthermore, neat document management activities are needed to support preparations for promotion to functional lecturer positions (Ginting, 2022). This is because sometimes lecturers are busy with all the work of teaching, guiding, conducting research and community service, carrying out additional assignments, supervising student activities and other activities, so they forget the importance of documenting activities. A structured document will provide an opportunity to more easily map out what is needed for class or functional promotion. If done regularly, it will be easier to anticipate deficiencies that occur. (Simanjuntak & Wahyanti, 2021)

This research is in line with previous research conducted by Ritongga (2022) that lecturers in carrying out educational and teaching tasks are generally not faced with serious problems, because in education and teaching the lecturers have determined courses, times and places to carry them out. This is different from the performance of lecturers in the research and service aspects. The important position of research and publications described above does not necessarily mean that all lecturers have high motivation to carry out research and publications on an ongoing basis.

Another research by Hariyadi (2022) concluded that obstacles in accelerating the appointment of functional lecturers, especially Head Professors and Professors, can be categorized into 2, namely individual obstacles and institutional obstacles. Individual barriers include motivation in producing journals and ability in archiving documents for appointments to functional lecturer positions. Meanwhile, institutional barriers include institutional support in increasing lecturer motivation in completing filing requirements for promotion to functional positions such as socialization of procedures, socialization of assessment systems, funding for lecturer research, and provision of related facilities and infrastructure.

There is a systemic structure that influences the process of accelerating the appointment of functional lecturers, especially Head Professors and

Professors. The systemic structure in question covers three levels, namely individuals, organizations and institutions. In actual conditions, the one who has the right to determine the appointment of functional lecturer positions is DIKTI. Therefore, if DIKTI policies regarding requirements and procedures are felt to be burdensome and always changing, then this will have an impact on all processes throughout the university. This condition causes lecturer motivation to decrease due to uncertainty in procedures and assessment systems at the central level.

Acceleration of Lecturer Functional Positions

Achieving a functional position requires guidance or direction from someone who has succeeded in achieving a lecturer career through a functional position. Higher education leaders have a very important role in being able to motivate lecturers in their environment to achieve lecturer careers and the PAK PT Team is a work partner for leaders in the academic and non-academic fields for lecturer development. Because cooperation between the Leadership and the PAK PT Team is needed to facilitate lecturer careers.

In an effort to optimize lecturers' careers through promotion to functional positions at Pekalongan University, there are many requirements that must be completed and are mandatory requirements that must be fulfilled by a lecturer. Paying attention to the 2019 PO PAK regulations and their supplements as well as the Tri Dharma of Higher Education obligations that must be achieved by a lecturer is not an easy thing. However, lecturers need guidance and consistency after obtaining functional positions in preparing the special and mandatory requirements that must be met. Moreover, for careers at the functional level of lecturer, Head Professor and Professor.

The several mentoring processes that have been carried out by the PAK Team for lecturers have always produced results. Most lecturers were motivated and helped in the process of applying for functional positions. There are even lecturers whose career targets and goals in functional positions finally become clear and focused. Process acceleration This applies David's strategic management (in Usman, 2022) which contains three main things, namely

formulating strategies, implementing strategies and evaluating strategies.

The process of accelerating promotion to functional positions involves many parties, namely:

- a. Higher education leaders who determine policies that formulate guidelines for accelerating functional positions.
- b. Lecturers who apply for promotion to functional positions are in accordance with the provisions of PO PAK 2019 and its supplements.
- c. PAK PT team who helps validate documents on SIJAGO and the system pak.kemdikbud.go.id and carry out regular monitoring and evaluation of the application process for promotion to functional positions.
- d. Administration Team who assists in preparing administrative documents and uploading documents to SIJAGO and system pak.kemdikbud.go.id.
- e. LLDIKTI and DIKTI assess and determine lecturers' credit scores and issue new functional position decrees after the application process is complete.

Following up on the latest regulations regarding promotions to functional lecturer positions, the PAK PT Team and Pekalongan University Leadership immediately coordinated to seek the increase of 2 (two) applications for Head Professors and 1 (one) application for Professors so that the latest functional position decree could be issued. Several things that will be taken to maintain the stability of promotions to functional lecturer positions at Pekalongan University are as follows:

- a. Applications for Lectors and Professors who are in the Waiting Stage for the Assessment Schedule will be submitted via SISTER in July 2024.
- b. The PAK PT team and Pekalongan University leaders must understand and study the latest regulations and create more concise and comprehensive outreach materials so that they are easily understood by Pekalongan University lecturers.
- c. The PAK PT team created a socialization schedule regarding the latest regulations regarding promotion of lecturer functional positions as a whole to all faculties and study programs.

- d. The PAK PT team has again mapped out lecturers whose functional position promotions can be proposed in Period I (July 2024) by continuing to implement the management strategy for functional promotion of lecturers which has been carried out according to the main duties and functions.

In line with research by Setiawati (2023) which states that the development of HR management organization for promotions to functional lecturer positions, the fastest time management for proposing promotions to functional lecturer positions is no sooner than two years. However, in reality at Pekalongan University there are still many lecturers who have not applied for promotions to functional positions for up to ten years or more due to the habit of underestimating the potential value of functional positions to the campus, sloppy filing of credit score material and difficulties in collecting material, especially publishing scientific papers in journals. Accredited National Scientific and Reputable International Journal which is a mandatory requirement for proposing a promotion to a functional position. This problem causes inaccurate time periods for lecturers in proposing promotions to their academic positions, so that strategic management is needed as an effective and efficient method in managerial management to accelerate promotions to lecturers' functional positions.

The strategic management implemented by the PAK PT Team and Pekalongan University has produced good results as evidenced by the continued increase in functional positions for lecturers during the 2023 period. Other research that is in line is research by Karnan (2022) that efforts to accelerate promotions and positions of lecturers are very necessary to improve the quality of services to students as well as improve the accreditation of institutions, especially study programs. In order to expedite the availability of proposal files with minimal errors, the process of submitting proposals for promotions and lecturer positions must be carried out by the lecturers themselves in coordination with management at the department and study program level by optimally involving the administrative staff currently available at each each product. Next, the proposing lecturer must pay close attention to the

requirements, both in substance and administration, relating to the proposal file being submitted.

HR Development Strategy in Higher Education, University Governance is the most important thing in an organization, because without good management. With a good governance system, it is hoped that activities within the organization can run better (Thoif & Hill, 2020).

Promotion to a lecturer's functional position is a right and obligation for every lecturer as well as a lecturer's performance parameters, therefore to obtain these rights and obligations a lecturer must raise their performance, abilities and achievements through competence, motivation and job satisfaction, commitment, and rewards.

Strategic management and lecturer performance have a positive and significant impact on accelerating lecturer promotion which requires serious treatment. So far, if every lecturer carries out the tridharma activities of higher education, namely the fields of research, service and support, it can be input at any time, so that SIJAGO can be used as material savings as material for submitting credit figures for promotion to lecturers' functional positions. The active role of lecturers as the main teaching staff in higher education is very necessary to complete and renew the Tri Dharma activities of higher education. Promotion of a lecturer's functional position has personal benefits for the person concerned, as well as spurring the development of lecturer competencies to jointly improve and maintain and increase the accreditation value of study programs, faculties and universities.

CONCLUSION

Based on the results of the research conducted, it can be concluded that:

Lecturers' understanding of career development through functional positions is not yet fully understood. Lecturers have been given direction and guidance regarding the implementation of the Tri Dharma of Tinngi College to support lecturer careers, especially for promotion to functional positions. However, in practice, lecturers still have difficulty meeting the credit limit, especially in the field of conducting research. Apart from that, administrative obstacles also cause lecturers to be

reluctant to prepare functional promotion documents.

There are 3 (three) obstacles for lecturers in applying for promotion to functional positions, namely individual lecturer obstacles, agency support and LLDIKTI and DIKTI policies in the Credit Score Assessment system.

Acceleration of promotions to functional positions carried out by Pekalongan University, namely: 1) Strategy formulating stage, namely formulating policies regarding acceleration of promotions to functional positions and strategies for mentoring, monitoring and evaluating the process of promotion to functional positions; 2) The strategy implementation stage, namely providing assistance and monitoring to lecturers in the process of promotion to functional positions, both in the administrative process and validation of activity documents submitted to SIJAGO; 3) The strategy evaluation stage, namely evaluating the process of promotion to functional positions of lecturers to improve the quality of acceleration in order to improve the quality and careers of Pekalongan University lecturers. With the new regulations, applications for promotions to functional positions are made through SISTER with adjustments to strategy and administration according to needs.

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