



Enhancing the Competence of Mathematics Education Lecturers Based on Career Development

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Abstract

Being aware that the existence of a lecturer is important and it supports the enhancement of an institution, it is necessary to support and improve the competence of the lecturers in it. Besides fulfilling the need for promotion and functional positions, lecturers' competency improvement also functions to increase their self-existence expected to provide impact in improving the quality of the institution. It is ironical when a leader expects that the institution he/she leads is idolized by its community but he/she has not given maximal career development to its lecturers. Research and Development method aims to produce a guide along with its test for its effectiveness. The result of the preliminary study shows that the mathematics education lecturers in the Distance Learning Program Unit of Semarang (UPBJJ-Semarang) require an opportunity to improve the competence of its lecturers through a further education and training program. It requires motivating and strengthening supervision and regulation. The results of the development show that lecturers need career development, further study, and opportunities to attend various education and training programs that support the improvement of the competence which is relevant to the field of study. As a mathematics education lecturer who has a basic soft skill in logical and systematic mindset, he/she needs to develop so as to be equivalent to the advancement of science. Based on these results, career development can be focused on thinking processes that are classified on the basis of personality types. The improvement of soft skills with the different personality types will provide an effect on the different personal and interpersonal behaviors and will be an important element in the enhancement of the lecturer's performance in mathematics education.

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INTRODUCTION

When realized by the policy makers that the existence of a lecturer's competence is considered important and supports the image of the superiority of a university, it requires activities that can support and improve the competency of the lecturer in the institution. The activities which are supposed to increase the competence of the lecturers aim to fulfill the needs to increase functional position for the lecturer concerned, as well as to increase self-existence providing a further impact on the personal career as well as improving the image of the home institution. It is quite ironical when a leader wishes that the institution he leads has high accreditation value and is idolized by the community but he does not provide his/her lecturers maximal career development. What would happen if the lecturer who should have had an important role in participating in building the image of the institution, especially in providing knowledge to his/her students, has not been provided with adequate career development. The lecturer realizes that he/she has the responsibility to become a professional educator with the main task of developing science through education, research, and community service. However, without career development from the institution, the vision and mission of the institution will only become a discourse. In line with the opinion of Mardiyanto (2009), in order to ensure that the personnel development is competency-based, it is necessary for the senior managers to support their employees' development plans by paying attention to two important issues. First, the effort must develop the employees' competencies which are relevant to the achievement of the organization's objectives in business and strategy. Second, the plan should also include the latest issues from the employee in identifying and fulfilling their career needs [1]. Every institution needs media as a reference to motivate and improve its self-competence.

Furthermore, it is necessary to discuss it in a communication forum between the decision maker and the institutional management including the lecturers, with the agenda of

discussing the common interest that is scheduled on a regular basis. It is a common desire that every lecturer who has devoted himself wholeheartedly to an institution deserves higher competence and is able to compete as he/she desires. A lecturer will feel successful when his/her devotion to the institution can be felt improving his/her competence due to the attention of the management in the form of career supervision in line with the performance goals.

A career is a journey of the profession that a person passes during his/her life. According to Mardiyanto (2009: 167), a career is the journey of an employee in an organization. Meanwhile, practitioners in human resource development assume that a career is the sum total of all values, talents, interests, motivations, education, competencies (including knowledge, skills, and ways of thinking), training, work, and other experiences as long as one's life. Therefore, the career implies the development of the rank of the employees related to knowledge and expertise of the lecturers individually on the level of position or rank that requires attention and supervision to be achieved maximally during the working period in an institution. It is also suggested by Walker (1999) that a good organizational career management will reduce the frustration levels experienced by employees and improve their work motivation. Therefore, individuals who are able to manage their career and have plans that can be considered carefully to achieve tend to be more motivated and committed than others so that they feel more useful and successful. A career can improve work motivation and it requires strategic handling and management. As an opportunity for employees to improve, career development is the task of each individual and also that of leaders to make the individuals able to occupy a higher level of office than before (Nawawi, 2004: 18). In this case, the leader of an institution should be willing and able to manage the system of sustainable career development. As stated by Steele in Nawawi (2004), some aspects that should be considered by the supervisors in addressing this

phenomenon are as follows. First, the technology that is allowed to be used for supervising activities. Second, the relevant application for the supervising activities. Third, the supervision process using technology. Fourth, limitations due to technology utilization. Among the advantages of using technology for supervising activities include increasing the ever increasing accountability of the supervision and the increasing services to the lecturers when reporting the achievement of the employee performance goals (CSKP). Kramer in Nawawi (2004) draws a conclusion concerning this advantage as follows. First, reducing the lengthy administration flow and allows the service to focus on the supervision of the participants. Second, improving the storage capacity, search, distribution, and information management about mentoring. Third, allowing the supervisor to provide assistance to the lecturer outside the routine. Fourth, enabling the supervisor to focus more on the lecturer progress. It means that the management of education should be rooted in the management of the educators that is oriented to improve quality and productivity so that it can not be separated from the cycle of planning, implementation, evaluation, and follow-up of the evaluation results.

The model developed in career guide is adjusted to the conceptual lecturers' performance goals, product components, detailed component analysis, and showing the relationship between the components to be developed. During the preliminary study, the needs analysis of the career development in the Unit of Distance Learning Program-Open University (UPBJJ-UT) found that so far all the information for lecturers was delivered through video conferencing (Vicon) media and email. This resulted in different understanding among the lecturers, thus requiring separate time for discussion to find solutions. However, technological developments, especially information technology, have provided a lot of impact on academic and non-academic activities, including those the form of supervising activities. Such impact not only raises opportunities and improvements but also the causes problems for the lecturers. This will

be increasingly felt when the technology has been increasingly accepted by various academic communities so that they are capable of skyrocketing forward. Generally, supervising applications are developed on the basis of the web, so the type of application that can be used to access the supervising websites in the form of Web browser (Internet Explorer, Mozilla Firefox, etc.). Besides accessing the mentoring website, some supporting activities that need to be done by the counselor and the guidance participant among other things include communication through the e-mail and through discussion.

Managing lecturers whose main duty is as a professional educator requires the provision of opportunities to improve their welfare and their work motivation in connection with their ability, so as to achieve maximum productivity performance. Employees, in this case, lecturers, not only require satisfaction from high salary or good health perspectives and comfortable workplace conditions but also need attention and motivation from their superiors. Such attention can be the provision of direction, structuring, and wider opportunities in developing their self-ability to improve their quality for better performance and in accordance with the competence of interest. This demonstrates the importance of understanding the efficient functioning of educational management and human resource management. The HR management should be capable of recognizing aspects of management such as annual management and planning, open work analysis, placement, competency-based training, and realistic rewards up to their retirement. In other words, every leader of an institution has a responsibility to develop the career of his/her employees in order to utilize their potential and competencies to improve themselves and achieve the vision and mission of the institution.

Involving the role of the lecturers is very important in determining regulation, supervision, further study, and training to meet the demands of the lecturers' responsibility. The weighting and selection of jobs implemented in performance appraisals are essential for the managers to be able to select the right person in

terms of their job positions. The placement of an employee in a higher position may require a person who is fully qualified in accordance with the principle of right man on the right. That is why the job analysis is required to obtain job descriptions in the organizational structure and specifications through direct involvement in the fulfillment of the career development targets. The inappropriateness of choosing an employee to occupy a higher or more strategic position will lead to two major disadvantages. The first disadvantage is the loss of the job that can not be completed effectively and efficiently. The second disadvantage is that it would lead to misunderstanding among the other employees who may be more appropriate for the job. The other employees who feel that they are able to do the job will experience frustration triggering the term like and dislike. The subsequent impacts can be in the form of a less harmonious atmosphere, work demotivation, and employee disloyalty. Therefore, a mathematics education lecturer who has been able to use his logical mindset can sort out and choose better work activities to quickly collect credit points and promotion so that they are not just a complement to the system.

METHODS

This research model applied in this study was Research and Development (R & D). It aimed to result in a product in the form of a guide and to test the effectiveness of the guide. In order to be able to produce such a guide, it is necessary to conduct research including a needs analysis and a test of the effectiveness of the product so that it can function in a wide community. Therefore, it takes developmental research and a test of the effectiveness of its product that is in the form of the guide. Research and Development (R & D) can be considered as a process of developing educational tools through a series of research using various methods in a cycle passing through various stages. It means that if the guide model of career development being produced is still ineffective, it will be improved. This research and development method contains three main

components namely development model, development procedures, and product trial.

During the implementation of the research, an analysis of the evidence shows the needs of the lecturers, especially those who feel that the fulfillment of lecturer performance goals has not been maximal. Currently, there is no difference between before and after the lecturers receiving coaching through the vicon and email media, especially in updating the online tutorial initiation materials. The development of the product in the form of a guide aimed at the competence that has been owned by the lecturers. It can be developed through various activities as a career development model in line with the vision and mission of the Open University (UT) and UPBJJ. The product was in the form of a supervision guide which can serve as a means of - competence-based career development for the lecturers.

The development procedure starts from the need to fulfill the credit points of the lecturers' position, to find the latest UT rector's regulation on the procedures of credit point assessment. Furthermore, the details of the lecturers' activities were studied together focusing on the main elements of education, the implementation of education and teaching, the implementation of research, the implementation of community services, and the supporting elements of the lecturers' main tasks in order to obtain input from the respondents. The analysis obtained a design of the actual model of the competence-based career development. Then, the factual/ empirical model design was firstly tested. The second trial was conducted after the factual/empirical design was revised. It aimed to obtain a hypothetical model from the competence-based career development model for the Mathematics lecturers at the UPBJJ-UT. Furthermore, the hypothetical model was validated in a forum group discussion (FGD) and by an expert judgment so that it resulted in the final model. The trial of the product aimed to assess to what extent the model the product achieves the goals and objectives expected to improve the competence of the mathematics lecturers. The initial pilot trial was conducted to obtain information and feedback from the

lecturers on the need for career guide/manuals; which competencies are feasible and can be implemented and developed in the form of career guide/manuals. The indicator of the practicality and effectiveness of the career guide/manuals is the guidebook really needed and can be used as a direction of the semester program activities for the mathematics lecturers to achieve a collection of credit points that can be used for the subsequent promotions. Lecturers are more aware of their rights and obligations as mathematics lecturers after studying the guidebook. The lecturers know the direction of their activities to increase their creativity in utilizing the time and opportunity to fulfill the target of the employees' performance achievement (CSKP) appropriately. Lecturers should carry out education and teaching, research and community service as well as other supporting activities as lecturers' competence improvement as it is demanded by the higher education department as stated in the regulation of the Rector of Open University number: 55/2015.

The subjects of the limited trial were all of the mathematics lecturers as many as 10 people working actively in the UPBJJ-UT Semarang office. Considering the purpose was to obtain a career development model in line with the requirement of the mathematics lecturers, the experiment was expanded to obtain input, responses, and suggestion from all of the mathematics lecturers at the UPBJJ in Central Java and beyond. The UPBJJ-UT throughout Central Java includes Semarang, Surakarta, and Purwokerto. UPBJJ Yogyakarta was included beyond Central Java.

The data served as the basis for determining the effectiveness, efficiency, and practicality of the product. The data was matched to the information required by the product developed according to the objectives to be achieved. The qualitative data were descriptive data resulted from interviews with the lecturers and from the documentation, while the quantitative data were obtained from the questionnaires stating that they agree with the guide.

The interview and questionnaire aimed to know the desired career development. In addition, the existing data in the form of documentation were utilized according to the completeness of the required data such as the existence of 30% of the math lecturers who had been more than 15 years not being promoted.

The data analysis techniques were adapted to the data collected by taking into account the classification of the required data. Among other things, the lecturers need time to improve their productivity in order to fulfill the needs of Tridharma Perguruan Tinggi activities.

The effectiveness of the career development model can be measured by considering the ease of the model to be applied and assessing the changes and increase of productivity of the lecturers' performance, especially in Tridharma Perguruan Tinggi activities. The technique employed to test the hypothesis was the feasibility or readability level of the career guide/manual. The aspects to tested included the feasibility of the manual and the extent to which the guide reached the goal. The lecturers' performance before and after reading the manual or difference of O1 from O2 shows that there is a difference in that O2 is greater than O1 meaning that the competence-based career development positively affects the professional enhancement of the math lecturers.

RESULTS AND DISCUSSION

The result of the research on the career development model of the lecturers and the result of the needs analysis yield an empirical model showing that the lecturers in the UPBJJ-UT Semarang especially those of mathematics really expect regulations that overshadow and encourage the importance of career development. The move is not independent of the attention of each management. According to Siagian S. P. (2003, 207), employees generally long for the involvement of their immediate supervisors in their respective career planning [4]. One form of such caring is the provision of feedback to employees about the implementation of each task so that they know the potential needs to develop and weaknesses

that need to overcome. In turn, this feedback is an important material for the employees about what steps they need to take in order to increase their chances of being promoted.

It is not wrong if the lecturers who want to develop their career need facilities in the form of permission to study at a relevant study program and to follow various education and training (Diklat) which can support the improvement of self-competence according to their academic field.

In addition to the provision of permission and involvement of the direct supervisors, they also need internal as well as external motivation. What is meant by environment here is the institution itself especially the superiors, the peers, and the family. As Siagian, S. P. (2003, 286) suggests, the productivity of an organization is influenced by many factors, such as opportunities to obtain additional education and training, fair and objective work performance appraisal, reward systems and other factors. Motivation and job satisfaction are parts of the organizational or institutional productivity factors. However, in terms of maintaining relationships with employees, motivation and job satisfaction are the most important parts. Therefore, the part that manages the human resources is absolutely necessary to understand this in the effort to maintain a harmonious relationship with all members of the organization and institution. Although they have gained attention from their superiors and opportunities to develop their career, if their motivation to grow and develop does not exist, it will not work properly.

The need to improve one's competence can not be separated from the need for funding. Educational funding is needed by lecturers who want to continue their studies. It is an exciting fact that today more and more staff increasingly realize that enriching their knowledge and skills programmatically is one of the keys to pursuing a more successful career. Therefore, many staff continue their formal education or attend various skills courses beyond of their work hours. According to Siagian, S. P. (2003, 281), the obstacle often faced by these employees is the limited fund to finance these activities. In

such a situation many organizations provide good services in the form of financial assistance for those who attend education and training programs. Of course, such aid is accompanied by various requirements. For example, one of the requirements that must be fulfilled by a designated lecturer is that the education and training programs to be attended must relate to and support the task or work in question.

Realizing a vision and mission to be achieved in the form of education quality improvement also requires a strategic plan that must be well thought of and declared by the institution.

Achievement Strategies

Some strategies that can be employed to achieve the quality improvement are to encourage and provide advanced study facilities and career development of lecturers in order to achieve the highest scientific degree such as taking the doctoral education, providing motivation for the lecturers to develop their teaching ability, researching and conducting community services through planned and sustainable education and trainings, creating a conducive atmosphere and monitoring it through supervision programs for the lecturers to implement the Tri Dharma Perguruan Tinggi so as to motivate them to improve the competence, rank, and academic functional positions, to write for scientific and mass media, to submit papers to seminars, and to publish the research results in journals at regional, national, and international levels.

As stated in the strategic plan of the Sultan Agung Islamic University (UNISSULA, 2015), all strategies to be achieved not only require encouragement from the superiors and self-motivation but also require improvement of the regulations especially those of the budgeting system. They also require facilities maintenance and welfare improvement for all staff, especially lecturers as institutional assets.

It is clear that the institution itself will be harmed if its leaders do not wholeheartedly support the career development of their lecturers through institutional or government-funded programs. Given that lecturers are human

resources and institutional assets, they require extra attention so that the vision and mission of the institution can be realized. One of the factors supporting the establishment of a superior institution is the improvement of the lecturers' quality because they are educators who will determine the next generation of the nation.

Lecturers also need supervision for the achievement of their competency improvement especially in fulfilling the credit points for their promotion, position, and fulfillment of the CSKP per semester. In order to achieve these performance goals, it is necessary to hold mentoring and sponsorship. According to Siagian, S. P. (2003, 217), experience suggests that one's career development often progresses more smoothly when there are other people in the organization who are in various ways and paths willing to advise them in the efforts for their career. Such advice may include motivation and information on the various opportunities available to be utilized such as additional education, training, seminars, workshops, conferences, symposia, and so on. Advisers can be as diverse as direct supervisors or coworkers who work in other work units within the institution.

The realization of a harmonious relationship between the mentor or sponsors and the employees, among others, requires the delegation of authority in accordance with their main duties and functions. Such interactions should be based on adult attitudes, both technically and intellectually. In addition, it is also necessary to generate mutual respect and the opportunity for subordinates to think and act innovatively.

The results of the development show that the design of career development model should consider that a mathematics lecturer who has soft skills, ways of systematic, consistent, and logical thinking, needs to be developed through various discussion opportunities by presenting experts. Those who have had the opportunity to pursue further studies and training should be followed up by supervision provided to know the achievement of the agreed programs. The lecturers who are able to complete the program need to be given rewards and lecturers who have

not been able to complete the program need to be directed or guided to achieve success. The hypothetical model indicates that with the career development model that pays attention to planning, implementation, and evaluation relating regulation, supervision, further studies, and training can be effective in improving the competence of the mathematics education lecturers, especially in the UPBJJ. Effectiveness will be felt when career development is focused on the logical thinking process that has been classified on the basis of personality types. Furthermore, according to Dewiyani (2011), it is necessary to improve the soft skills, because, with different personality types, it will have an effect on different personal and interpersonal behaviors. The increase of soft skills will become an important element in developing the performance of the lecturers.

The demands of lecturers' competence in the future are higher and more difficult. This happens because the business and industry trends resulting from the changes of global market and technology are beginning to penetrate the world of education. The academic community, especially lecturers, must be able to anticipate the relevance of educational programs offered in order to produce more valuable competent students. As a consequence of these conditions, human resources such as lecturers are required to possess multidisciplinary skills or have a set of professional competencies accompanied by other competencies, especially strong personality competencies. As stated by Mulyatiningsih (2013), soft skill is a skill that is capable of forming a formidable personality to strengthen the professional competence that belongs to hard skill. The more soft skills they possess, the stronger the lecturers' personality is expected in the face of work and other life challenges. Soft skills can also be in the form of motivation, respect for others, teamwork, self-discipline, self-confidence, adjustment to generally accepted norms, and proficiency in the spoken and written language. Lecturers who have positive soft skills are also expected to master the communication both orally and in writing and possess high work motivation so

that they are able to work intensively under pressure and deadline with full responsibility.

Soft skill is actually needed by lecturers, especially in the face of a stressor (pressure that can cause stress). Soft skills can build lecturers' stronger personality. Some of the research results indicate the general symptoms that an effective lecturer is a lecturer who is preferred by the students because he/she has a positive personality. The results of Gordon's research in Mulyatiningsih (2013) show that 8 out of the 18 statements concerning the effective teaching competence have a significant and positive relation with the preferred lecturers' personality type. It implies that the students prefer lecturers who own personality that is realized in the discipline of time, the delivery of easy-to-understand material, a good and meaningful relationship with their students. The success of the lecturer or the employees, in general, is not merely determined by hard skills such as learning achievements, technical skills, and general academic potential but also influenced by soft skills. The proportional combination of hard skills and soft skills in the lecturer's work environment will result in high achievement for the lecturers who will become many people's preference. All is caused by the fact that the work of a lecturer is not only dealing with inanimate objects but interact with humans who can feel, assess, and reward as well.

It is evidence that soft skill is required by graduates in order to be able to compete with other college graduates. Contents and learning processes for the candidates of mathematics teachers should be designed and implemented in such a way that they are able to equip themselves not only academically or cognitively but also in terms of soft skills, which are expected to support their role as facilitators and mediators for their students in constructing their mathematical knowledge. Therefore, before a lecturer provides learning about soft skills for his/her students, he/she must have a better soft skill first so that the results are right on target.

According to Arliani (2012), there are several examples of interpersonal skills that are part of very important soft skill to support a person's career. It is a skill to participate as a

team member well as to teach, lead, negotiate, work within a cultural diversity, motivate, and exchange ideas/views with others. Meanwhile, according to Nussbaum (2009), teamwork, attention to detail, energy/drive, work composition, initiative, and communication skills, are very important soft skills. This is because mathematics is not just a matter of calculating but how to choose, to utilize information precisely and accurately, as well as to solve problems efficiently, and how to formulate and interpret solutions that are made to be understood by oneself as well as others.

It is in line with Johnsons in Kleden (2013) who suggests that solving math problems is a complex mental process that requires visualization, imagination, analysis, abstraction, and the unification of ideas. The ability to use math as a viable way of reasoning in every situation, such as critical, logical, and systematic thinking is a collection of well-accumulated soft skill results. Such capability is very supportive to perform daily tasks effectively and efficiently. As lecturers at the Open University, they are required to be able to prepare their students to be capable of self-directed learning.

The mastery of self-directed learning can also improve the ability to think creatively, critically, and logically. When someone is doing self-study, it means that his/her thinking ability will be trained to overcome various problems, especially the problem of life. Sometimes thanks to self-study it appears that they generate more creative ideas unearthed from a person's thought.

The soft skill is important for lecturers because by paying attention to the lecturers' duties at UPBJJ-UT Semarang it seems that they must spend much of their time to carry out the academic administration tasks and undertake the Tri Dharma Perguruan performance load punctually. The role of soft skill in question is the ability to overcome the difficulties in solving problems they always face effectively and efficiently while remaining excited about taking the role.

This study results in a final model in the form of career development model that is competence-based that can improve the

competence of the mathematics lecturers. The following is a guide that can be used as a reference to provide career development for the lecturers in order to achieve better career.

The Career Development Guide for Mathematics Lecturers at UPBJJ-UT includes the following.

1. Instructions for use:

When taking the role as a leader:

- a. Conducting and assigning the lecturers to attend various education and training activities that are useful to improve the competence of the lecturers as a means of fulfilling the Tridharma Perguruan Tinggi activities.
- b. Providing facilities for the lecturers in pursuing further study according to the relevant field of science.
- c. Conducting supervision to see the busyness and achievement of the lecturers' SKP every semester.

When taking the role as a lecturer:

- a. Preparing to carry out with full responsibility various tasks that can improve the lecturers' self-competence using soft skills.
- b. Observing academic calendar to arrange a schedule to achieve the lecturers' performance target.
- c. Seeking spare time to improve competence by means of both advanced study, education and training, as well as supervision.
- d. Preparing work contract in SKP according to their respective capability.
- e. Intrinsically motivating them to achieve success as evidence of their increased competence.

2. Responsibility of lecturer's Performance at UPBJJ:

- a. Developing SKP (employee performance objective) as an academic staff at UPBJJ (executing contracts with the head of UPBJJ).
- b. Preparing SKP as a lecturer at UT (carrying out work contract with the Dean).
- c. Implementing all activities and not getting trapped by routine obligations in the form of administrative work.
- d. Looking for spare time to improve competence through advanced studies,

education and training, and when supervising or being supervised.

- e. Arranging work contract according to their competence.
- f. Intrinsically motivating them to achieve success as evidence of the increased competence based on the soft skills.

3. The lecturer's rights at UPBJJ

- a. availability of time (educative-day) for discussion on the achievement of the main tasks and functions as a professional lecturer.
- b. Availability of discussion time with mathematics education experts to achieve the target of an accredited journal publication.
- c. Gaining rewards in accordance with the targets being achieved.
- d. Obtaining an opportunity to propose credit points for promotion and functional positions.

4. The expected performance expected to improve competence:

- a. At the beginning of each semester, being able to arrange a contract with two supervisors in the form of SKP (head of UPBJJ and Dean respectively)
- b. Managing and achieving all work documents that have and have not been achieved properly.
- c. Submitting evidence of their performance in the form of SKP achievement to obtain their rights.
- d. The competencies of all lecturers being improved and better than before.

This guide is expected to become a reference for the mathematics education lecturers who have been aware of their main duties and functions as professional lecturers as well as their obligations to meet the CSKP. Although the lecturers' main duty at UPBJJ is as a manager of tutorial activities, they are still required to be able to develop themselves and improve their competence as lecturers in order to remain ready to be equivalent to lecturers in other higher education. Therefore, the lecturers should be able to spare time to maintain their ability so as not to lost in vain even though they are no longer young.

After the respondents read the guides, there are various circumstances as shown in Table 1.

Table 1. The position of mathematics lecturers at UPBJJ-UT Semarang within the last five-year period.

Subject	Has read	Has not read	Notes
1	√	-	Retired
2	√	-	Retired early
3	√	-	Move to another institution
4	√	-	Has been promoted to a higher position
5	√	-	Has been promoted to a higher position
6	√	-	Has been promoted to a higher position
7	√	-	Want to get promotion but constrained by the lack of requirements in the form of international journal articles
8	√	-	In progress for a higher position
9	√	-	Close to retirement period
10	√	-	No motivation to propose for higher position

From these conditions, there are still a number of lecturers who have no motivation in proposing promotion and position. This is understandable because their hard work as lecturers at UPBJJ-UT Semarang consumes much of their time which results in the lecturers to be helpless in preparing their credit scores.

CONCLUSIONS

From the discussion above, it can be concluded that a lecturer is an institutional asset that requires attention from the management in terms of his/her motivation and opportunity to attend further study, education, and training, as well as supervision activities, whether the lecturer being supervised or the lecturer supervising the students' activities. The opportunities for further study, training, and supervision should be contained in the strategic plan which is regulated by the institution.

Supervision that can support the lecturer's career development in the form of further study to achieve the highest academic degree is still highly expected by the lecturer. The encouragement or motivation from various parties for the lecturers is useful to develop their ability to teach, to conduct research, and to provide community services both through the

planned and sustainable training. In addition, it is still necessary to supervise the lecturers when implementing the Tri Dharma Perguruan Tinggi in order to grow and improve their competence. Lecturers who have read the guides feel that the activities mentioned in the guide can support the collection of credit points for promotional needs, and functional positions for the lecturers. In addition, the information and motivation from the management for the lecturers to write for scientific media and mass media, to present papers in seminars, and publish the results of the lecturers' research in both the regional, national and international journals should be supported and appreciated strongly for the enhancement of the lecturers' career development .

In addition, the lecturers of the Mathematics Education Study Program at UPBJJ-UT Semarang should be able to apply their soft skill to complete the academic administration task and the workload of Tri Dharma Perguruan Tinggi, as well as the opportunity to develop themselves through further study, joining the education and training, and doing or being supervised by the superior in an effective, efficient, and consistent way so as to remain eager in doing it. In addition, mathematics education lecturer should be able to develop his/her soft skills in order to equip

his/her students to be able to solve mathematical problems which need a complex mental process requiring visualization, imagination, analysis, abstraction, unification of ideas, systematic thinking critically, logically, effectively, and efficiently.

After reading the above guides, the lecturers agree on the guidance. They feel being helped and motivated because they are focused in conducting activities as academic staff who must meet the employee performance objectives (SKP). So, they are encouraged to make preparation for the SKP achievement at the end of the semester.

It is evident that there are more research undertakings and community service activities received and financed by the institution. The lecturers also attend seminars and journal writing although it is still at the regional level. The lecturers still need motivation and opportunity to propose for rank promotion and functional positions. In addition, they also need education and training to improve their ability to write articles for higher-level publications.

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