

Strategies and Challenges in Teacher Development: A Comparative Multisite Study in Indonesian Higher Education

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ABSTRACT

Lecturer quality is a key determinant of higher education performance, yet universities face persistent challenges in developing teaching staff effectively. This study examines and compares strategies for lecturer development and the obstacles encountered by Indonesian universities in improving academic staff quality. Using a qualitative approach with a multisite study design, the research was conducted at four universities—two public and two private—selected to reflect geographical diversity and institutional characteristics. Data were collected through in-depth interviews, participant observation, and analysis of institutional documents, and were analyzed thematically. The findings indicate that lecturer development strategies commonly include continuous professional training, scholarship programs for advanced study, international collaboration, and performance-based incentive systems. Despite these efforts, implementation is constrained by limited budgets, resistance to organizational change, complex administrative procedures, and unequal access to resources across institutions. The study highlights the need for more adaptive and context-sensitive lecturer development policies. Strengthening inter-institutional collaboration and aligning development programs with institutional capacities and local needs are critical to overcoming existing barriers. This study contributes practical insights for policymakers and university leaders in designing more effective and sustainable lecturer development strategies tailored to diverse institutional contexts.

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1. INTRODUCTION

Lecturers play a pivotal role in determining the quality and sustainability of higher education institutions, as they serve not only as transmitters of knowledge but also as key actors in learning innovation, research productivity, and community engagement (Fairman, 2020; Iskandar, 2021). Consequently, the development of lecturers' capacities and competencies has become a strategic priority for universities seeking to enhance institutional quality and competitiveness (Raudhah Saragih, 2021). In Indonesia, this priority is reflected in national policies promoting lecturer professional development

through certification programs, postgraduate scholarships, pedagogical training, and performance-based recognition systems (Muhibbin & Hendriani, 2021). Nevertheless, the implementation of these policies remains uneven and is often constrained by structural, cultural, and geographical challenges.

In the context of globalization and rapid technological disruption, higher education institutions are increasingly required to strengthen the quality and adaptability of their teaching staff (Pertiwi, 2024). Lecturers are expected to respond to changing demands in digital learning, interdisciplinary research, and societal engagement in order to produce graduates who are competent and responsive to global challenges (Zhang et al., 2024). Accordingly, lecturer development strategies are commonly oriented toward improving academic qualifications, strengthening professional and pedagogical competencies, and supporting career advancement and work ethics (Belay et al., 2021; Daniel & Bergen, 2023). These strategies are operationalized through doctoral scholarship schemes, pedagogical workshops, mentoring systems, collaborative research initiatives, and incentive mechanisms aimed at enhancing motivation and productivity.

Despite these efforts, universities continue to face significant challenges in implementing lecturer development programs. Persistent disparities in lecturer quality and distribution between urban and peripheral regions remain a major concern (Umi Kalsum, 2023). Limited financial resources restrict access to advanced training and further study, while administrative workloads often divert lecturers' attention away from research and community service activities (Mesiono, 2024). In addition, resistance to organizational change—particularly in adopting digital technologies and online learning models—further complicates development initiatives (Suardi, 2024). Policy fluctuations and regulatory changes also contribute to uncertainty in lecturers' career planning and professional growth. Addressing these challenges requires stronger collaboration among government, higher education institutions, and industry partners to create an adaptive and innovation-oriented educational ecosystem (Smith, 2020; Şahin, 2021).

Within this broader context, Asahan University and Daar Al-Ulum Asahan Islamic Institute represent two institutions operating in the same geographical region but with distinct institutional orientations. Asahan University adopts a multidisciplinary, general higher education model, whereas Daar Al-Ulum Asahan Islamic Institute is grounded in an Islamic scientific tradition. These differences shape institutional visions, governance structures, resource allocation, and responses to national policies, thereby influencing how lecturer development strategies are designed and implemented. Although both institutions are committed to improving lecturer quality, they encounter similar constraints, including limited budgets, restricted access to professional development programs, low lecturer participation rates, and challenges related to curriculum reform and the Independent Learning–Independent Campus (MBKM) policy.

Previous studies have examined lecturer development in higher education, focusing primarily on pedagogical competence, professionalism, and the effectiveness of training programs (Idris, 2024). However, most existing research relies on single-institution case studies or concentrates on national-level initiatives such as certification and quality assurance programs. Comparative studies exploring how lecturer development strategies and challenges differ across institutions with contrasting characteristics—particularly in regional contexts—remain limited (Handayani & Hidayat, 2024). Moreover, regional universities outside major educational hubs are underrepresented in the literature, despite facing distinctive challenges related to geography, resource availability, and institutional identity.

Addressing this gap, the present study offers a multisite comparative analysis of lecturer development strategies at two regionally based institutions with different educational orientations. The novelty of this study lies in its comparative, context-sensitive approach, which captures institutional diversity and local realities often overlooked in prior research. Accordingly, this study seeks to answer the following research questions: (1) What strategies are employed by the two institutions to develop their teaching staff? (2) What challenges are encountered in implementing these strategies? and (3) How do institutional characteristics influence both strategies and challenges? The findings are expected to contribute empirical insights for policymakers and university leaders in designing more effective,

equitable, and sustainable lecturer development policies, particularly in regional and institutionally diverse settings.

2. METHODS

This study employed a qualitative research approach to gain an in-depth understanding of lecturer development strategies and the challenges encountered in their implementation. A qualitative design was chosen because it enables researchers to explore social phenomena holistically, uncover meanings, and capture the subjective experiences of individuals and institutions within their real-life contexts (Creswell, 2020). This approach is particularly suitable for examining complex organizational processes that are shaped by institutional culture, policy environments, and human interactions.

The research adopted a multisite study design, which involves investigating the same phenomenon across multiple locations to identify similarities and differences. Two higher education institutions—Asahan University and Daar Al-Uluum Islamic Institute Asahan—were selected as research sites due to their shared geographical context but differing institutional orientations. Data collection was conducted at both sites to enable a comparative analysis of lecturer development strategies and the challenges faced by each institution.

Data were collected through three primary techniques: observation, in-depth interviews, and document analysis (Moleong, 2000). Observations were carried out to obtain firsthand insights into the implementation of lecturer development programs and institutional dynamics. Semi-structured interviews were conducted with key stakeholders, including the Rector, Vice Rector I, heads of quality assurance and research institutes, deans, heads of study programs, lecturers, students, and alumni. Each institution involved 15 participants. These interviews aimed to explore participants' perceptions, experiences, and assessments of lecturer development strategies and their implementation challenges. In addition, relevant institutional documents—such as internal policies, human resource development reports, and curricula—were analyzed to enrich and contextualize the findings.

Data analysis was conducted using thematic analysis following data collection (Sugiyono, 2022). The process involved organizing the data, coding, and identifying key themes related to lecturer development strategies and implementation challenges. Analysis was first conducted separately for each site, followed by cross-site comparison to identify convergences and divergences. This comparative analysis facilitated a deeper interpretation of institutional factors influencing the effectiveness of lecturer development strategies.

To enhance the trustworthiness of the findings, data triangulation was applied by integrating multiple data sources and collection techniques. Member checking was also conducted by sharing preliminary findings with participants to ensure the accuracy of interpretations. Ethical principles were strictly observed, including obtaining informed consent, ensuring confidentiality, and safeguarding voluntary participation. Through this multisite qualitative approach, the study provides rich and contextualized insights into lecturer development practices across diverse higher education settings in Indonesia.

3. FINDINGS AND DISCUSSION

3.1 Educator Development Policy

The findings from observations and interviews indicate notable differences in educator development policies between the two institutions. At Asahan University, lecturer development is implemented through a well-structured and standardized policy framework supported by continuous professional development programs. These programs include workshops, seminars, and technical training aligned with the evolving needs of higher education. Interviews with the Rector and senior

administrators confirmed that lecturer development at Asahan University is designed as a systematic and sustainable process, emphasizing competency enhancement through technology-based training, engagement with external experts, and regular evaluation of curricula and teaching methodologies. These initiatives are intended to improve the quality of teaching, research, and community service, while also strengthening the university's institutional reputation at both national and international levels.

In contrast, lecturer development at Daar Al-Ulum Asahan Islamic Institute is more focused on strengthening religious competence and integrating Islamic values into the curriculum. Although the development policies are less formalized compared to those of Asahan University, the institution actively conducts educator development through religious scholarly forums and faith-based training programs. Observations and interview data reveal that these initiatives emphasize the study of tafsir, hadith, and fiqh, as well as pedagogical training aimed at embedding Islamic values in teaching practices. At the same time, the institution seeks to maintain the relevance of its educational approach by adapting to contemporary educational developments and incorporating appropriate learning technologies. A summary of the educator development policies at both institutions is presented in the table below.

Table 1. Policy for the Development of Educators at Asahan University and the Daar Al-Ulum Asahan Islamic Institute

Observation Aspect	Asahan University	Daar Al-Ulum Asahan Islamic Institute
Policy Structure	Structured, with clear standards	Less formal, but still has policy direction
Types of Development Programs	Workshops, seminars, and technical training	Scientific studies, religion-based training
Development Focus	Pedagogical competence, educational technology, curriculum, teaching methods	Religious competence, Islamic values, morals, and spirituality of educators
Approach	Based on the needs of higher education, modern and technology-based	Traditional with an approach to Islamic values, but adapted to current developments
Resource Person/Trainer Source	External speaker, educational technology expert	Cleric, religious teacher, Islamic figure
Program Objectives	Improving the quality of teaching, research, community service, and national/international reputation	Improving the quality of teaching, moral development, and integration of Islamic values in education
Program Evaluation	Done periodically	It is not specifically stated, but there are efforts to maintain relevance with current developments.

3.2 Educator Development Process

Based on the research findings, Asahan University applies a relatively formal and systematic approach to educator development through a comprehensive performance assessment system. This system is used to identify the specific development needs of individual lecturers by evaluating multiple aspects, including teaching quality, research engagement, and the integration of technology in the learning process. In addition, the university actively incorporates digital technology into lecturer development through online-based training programs that enhance lecturers' capacity to use learning management systems and digital instructional tools. These initiatives are intended to improve teaching

quality and equip educators with the skills necessary to address the demands of higher education in the digital era.

In contrast, Daar Al-Ulum Asahan Islamic Institute adopts a simpler yet contextually effective approach to educator development, with a strong emphasis on fostering a religion-based academic culture. Lecturer development activities primarily take the form of collective scholarly discussions and regular meetings that enable lecturers to exchange experiences and reflect on teaching practices. Pedagogical training is also provided to strengthen instructional competence. This approach ensures that educators continuously enhance both their teaching skills and religious knowledge, enabling them to remain responsive to contemporary educational developments. A summary of the educator development processes at both institutions is presented in the table below.

Table 2. Process of Developing Educators at Asahan University and the Daar Al-Ulum Asahan Islamic Institute

Observation Aspect	Asahan University	Daar Al-Ulum Asahan Islamic Institute
Development System	Formal and structured through a comprehensive performance appraisal program	Simple but effective, based on religious academic culture
Assessment/Development Focus	Quality of teaching, involvement in research, and use of technology in learning	Strengthening teaching competencies and religious knowledge
Use of Technology	Utilization of online learning platforms, training in the use of digital devices	Tailored to needs, but not yet widely digital-based
Types of Development Activities	Digital training, online learning, periodic evaluation based on performance assessment	Joint studies, meetings between lecturers, and pedagogical training
The main purpose	Improving the quality of teaching and educator readiness to face the digital era	Maintaining the relevance of religious teaching and improving the quality of teaching based on Islamic values
Evaluative Approach	Using measurable and systematic indicators through an assessment system	Qualitative in nature through discussion and joint study
Teaching Context	Oriented towards higher education challenges and technology integration	Prioritizing Islamic values, character building, and spirituality in teaching

3.3 Educator Development Strategy

Based on the research findings, Asahan University implements an educator development strategy that primarily emphasizes the enhancement of academic qualifications and professional certification. The university supports lecturers in pursuing higher levels of formal education and provides various training programs aimed at strengthening professional competence, research capacity, and the use of instructional technology. In addition, Asahan University actively collaborates with external institutions to deliver training aligned with current scientific and technological advancements. Such collaborations enable lecturers to remain up to date with disciplinary developments while contributing to the improvement of teaching quality and research productivity at the institutional level.

In contrast, Daar Al-Ulum Asahan Islamic Institute prioritizes educator development through the reinforcement of moral values and teaching ethics grounded in Islamic principles. Lecturer development is oriented not only toward academic advancement but also toward character formation

based on religious values. Through seminars, workshops, and scholarly forums, educators are encouraged to integrate Islamic perspectives into teaching materials and instructional practices. This approach aims to produce graduates who are academically competent while also demonstrating strong integrity and a deep understanding of religious values. A summary of the educator development strategies identified in this study is presented in the table below.

Table 3. Educator Development Strategy of Asahan University and Daar Al-Ulum Asahan Islamic Institute

Observation Aspect	Asahan University	Daar Al-Ulum Asahan Islamic Institute
Development Strategy Focus	Improving academic qualifications and professional certification	Strengthening morals, ethics and Islamic values in teaching
Development Program	Further education (Masters/Doctorate), professional training, research development, and teaching technology	Seminars, workshops, and scientific studies based on Islamic values
Forms of Institutional Support	Support for further studies, external cooperation for training and development	Character building, religious guidance, and an Islamic scientific discussion forum
External Cooperation	Yes – with external institutions for training based on the latest developments in science and technology	Limited – relies more on internalization of Islamic values and local religious figures
Integration of Values in Teaching	Focus on professional competence and mastery of technology in the teaching and learning process	Integration of Islamic values into all teaching materials
Main Development Goals	Improving the quality of teaching, research and academic relevance in the modern era	Producing educators and graduates who excel academically and have Islamic character
Approach Characteristics	Academic, professional, technology-based and external cooperation	Religious, value-based, and character-building

3.4 Evaluation and Impact of Development

Based on the results of the study, the researcher concluded that Asahan University conducts periodic evaluations to assess lecturer performance and collect feedback from students. Lecturer performance surveys and student feedback are the basis for designing more relevant and effective development programs. This evaluation has been proven to have a positive impact on improving the quality of lecturers teaching and research. Lecturers who participated in the training based on evaluation showed an improvement in the quality of their teaching and research, while students felt more satisfied with the quality of education received. Evaluation is also an important tool to improve and design training programs that are more in line with the needs of lecturers in the future.

The Daar Al-Ulum Asahan Islamic Institute evaluates the educator development program through a more informal approach, based on direct teaching and meetings between lecturers. This evaluation has not been systematically structured, but it still has a great positive impact on the integrity of teaching and the moral quality of lecturers. Lecturers who were involved in evaluation activities showed improvement in teaching based on religious values and in strengthening their morals. Although the evaluation has not been fully measured formally, the positive impact on teaching and the character of lecturers is very felt. In the future, the Daar Al-Ulum Asahan Islamic Institute hopes to improve the evaluation system to be more structured and measurable, while still maintaining religious values in teaching. The results of the Evaluation and Impact of Development are explained in the table below.

Table 4. Evaluation and Impact of the Development of Asahan University and the Daar Al-Ulum Asahan Islamic Institute

Observation Aspect	Asahan University	Daar Al-Ulum Asahan Islamic Institute
Evaluation Approach	Formal and structured	Informal and based on direct interaction between lecturers
Evaluation Method	Lecturer performance survey, student feedback, periodic evaluation	Lecturer meetings, religious discussions, and direct observation
Evaluation Objectives	Assess lecturer performance, design relevant training programs, and improve the quality of teaching and research.	Strengthening the integrity of teaching, improving the quality of morals and Islamic values in teaching
Impact of Evaluation on Lecturers	Improving the quality of teaching and research, increasing student satisfaction	Improvement in Islamic value-based teaching and character strengthening
Student Involvement	Active through completing surveys and providing feedback	Indirect – more focused on internal evaluation between lecturers
Training Program Planning	Based on the results of a structured evaluation, adjusted to actual needs	Still not based on formal data, but based on the results of discussions and direct observations

Discussion

Teacher Development Policy

Asahan University awards lecturers with SINTA rankings of 1, 2, and 3, as well as lecturers who have received external grants in the field of research and community service for the past three years. This is in line with research (Kamila, 2022) which shows that career development and lecturer competence have a significant effect on lecturer performance. This award can motivate lecturers to continue to improve the quality of their research and service.

The Islamic Institute of Daar Al-Ulum Asahan held training on the use of SIAKAD, SISTER, and LITAPDIMAS applications to improve lecturers' skills in managing academic and administrative data. This is in line with research by (Pertiwi P. F., 2024) which discusses the career development policy of lecturers through the SISTER system discussed in the Indonesian Journal of Innovation Studies, which allows lecturers to build a portfolio that compiles all the tridharma activities that have been carried out.

Asahan University emphasizes the importance of lecturer career planning through the signing of permanent lecturer work agreements and socialization regarding lecturer workload. This is in line with research by (Khairiah, 2023) discusses the design to help lecturers understand the steps that need to be taken to achieve a higher career level. The Islamic Institute of Daar Al-Ulum Asahan, through the Faculty of Tarbiyah, has a vision to become a superior faculty in developing integrated teaching and education personnel with Islamic values and noble character. This is in line with research by (Fadila & Saputri, 2024) which identifies strategies for developing lecturer competencies in response to the challenges of 21st century education, including the development of intercultural skills and continuing education.

The researcher concluded that the lecturer development policy at Asahan University and the Daar Al-Ulum Asahan Islamic Institute showed a structured and data-based approach, in line with the findings of various previous studies. The provision of awards, training in the use of technology, lecturer career planning, and the integration of Islamic values in lecturer development are strategic steps to improve the quality of education and lecturer performance at both universities..

Educator Development Process

Asahan University and the Daar Al Ulum Asahan Islamic Institute have demonstrated significant commitment to improving the qualifications of lecturers through various continuing education programs, training, and seminars. This effort is in line with the findings of various studies that emphasize the importance of developing lecturer competencies to improve the quality of education. The Daar Al-Ulum Asahan Islamic Institute has sent 13 lecturers to continue their studies to the Masters level at the State Islamic University of North Sumatra and the University of Muhammadiyah Malang. In addition, six lecturers at the Faculty of Sharia have successfully obtained doctoral degrees. This step reflects a strategic effort to improve the academic quality of lecturers. In line with this, research by (Suspahariati & Setyobudi, 2022) shows that developing lecturer competencies through further education can improve lecturers' pedagogical and professional abilities, although challenges such as budget and time constraints still need to be overcome.

Both institutions hold various trainings and seminars to improve lecturers' competencies. The Daar Al-Ulum Islamic Institute of Asahan, for example, has held training on the use of the Academic Information System (SIKAD) and the Integrated Resource Information System (SISTER) to facilitate academic administration and documentation of lecturers' tridharma activities. Asahan University initiated a seminar to improve teacher competency in the digital era, with a focus on the use of technology, including artificial intelligence (AI), in the learning process. Research by (Saepudin, 2020) stated that training and self-development of lecturers can improve lecturer performance, which in turn has an impact on the quality of education provided.

Although various efforts have been made, challenges such as budget constraints, time constraints, and ineffective monitoring systems can affect the success of lecturer competency development programs. For example, research by (Suyatno, 2021) identified that STAI Al-Azhary Cianjur faces similar challenges in implementing lecturer competency development programs. The study emphasized the importance of strengthening the monitoring and evaluation system to assess the effectiveness of lecturer competency development programs.

The process of developing lecturers at Asahan University and the Daar Al-Ulum Asahan Islamic Institute shows a commitment to improving the academic quality and professionalism of lecturers through various continuing education programs, training, and technology integration in learning. Despite the challenges, both institutions continue to strive to create a conducive environment for lecturer development, in line with findings from previous studies. With continued support and system improvements, it is hoped that the quality of education at these two institutions can continue to improve, producing competent graduates who are ready to face global challenges.

Educator Development Strategy

Research by (McChesney, 2021) emphasizes the importance of improving lecturers' qualifications through continuing education and continuous training to increase motivation, productivity, and support university accreditation. This is very relevant to the steps taken by Asahan University and the Daar Al-Ulum Asahan Islamic Institute, which send their lecturers to continue their studies to a higher level, as well as holding various trainings to improve lecturers' competencies in academic and professional aspects. At the Daar Al-Ulum Asahan Islamic Institute, for example, training in the use of technology such as the Academic Information System (SIKAD) and the Integrated Resource Information System (SISTER) greatly supports the development of lecturers' qualifications in academic management.

Meanwhile, research by (Shakilla, 2024) suggests developing lecturer competencies with a holistic approach involving the integration of learning technology, intercultural skills development, and industry collaboration. At Asahan University, seminars and training on the use of information technology and active learning approaches reflect this strategy. Meanwhile, the Daar Al-Ulum Islamic Institute of Asahan focuses more on developing lecturer competencies in the religious and socio-

cultural fields, which is in accordance with the socio-cultural approach proposed in the research of Pertiwi et al.

According to (Firmansyah, Pribadi, & Wahab, 2023), Mapping the needs and competencies of lecturers is very important to identify development areas in pedagogical, professional, social, and personality competencies. The Daar Al-Ulum Asahan Islamic Institute and Asahan University also map the needs of lecturers through periodic performance evaluations and competency development programs that are tailored to the needs and results of the evaluation. However, both universities need to strengthen monitoring and evaluation mechanisms to ensure that this competency development is truly effective.

Research by (Akbar, 2021) shows that lecturer career development is closely related to job satisfaction, which in turn increases lecturer productivity. Asahan University and the Daar Al-Ulum Islamic Institute Asahan understand this by providing opportunities for lecturers to develop their careers through further education and access to seminars and workshops that can enrich their teaching experience. Lecturers who feel that they have a clear career path and opportunities for development tend to be more satisfied and committed to their work.

(Akbar, 2021) underlined the importance of strengthening the monitoring and evaluation system to assess the effectiveness of the lecturer competency development program. Asahan University and the Daar Al-Ulum Islamic Institute of Asahan have also begun implementing a technology-based evaluation system, such as the use of the SISTER application, to monitor lecturer performance in carrying out the tridharma of higher education. However, challenges such as budget and time constraints are still obstacles to the implementation of a more comprehensive evaluation program.

The policies and strategies for developing lecturers implemented at Asahan University and the Daar Al-Ulum Asahan Islamic Institute are very much in line with various findings from existing studies. Focusing on improving lecturer qualifications, holistic competency development, and mapping lecturer needs and careers are key to improving the quality of education and competitiveness of higher education institutions. Implementation of technology, ongoing training, and strengthening the evaluation system also play an important role in creating an environment that supports the continuous development of lecturers.

Evaluation and Impact of Teacher Development

At both Asahan University and the Daar Al-Ulum Asahan Islamic Institute, lecturer performance evaluation is conducted using key indicators aligned with institutional standards. At Asahan University, the evaluation system encompasses teaching performance, research contributions, and community service activities. Similarly, the evaluation framework at the Daar Al-Ulum Asahan Islamic Institute emphasizes the integration of religious and social sciences, ensuring that lecturers demonstrate competence not only in teaching but also in research and community engagement. This integrated approach reflects a shared commitment to assessing lecturer performance holistically in accordance with the Tridharma of Higher Education.

These findings are consistent with previous studies that propose comprehensive lecturer performance evaluation models covering teaching, research, community service, and professional capacity development. Such models are designed to support continuous improvement by providing systematic and data-driven assessments of lecturer performance. In this context, studies by Saputra and Anwar et al. evaluated lecturer training programs using the CIPP (Context, Input, Process, Product) model, which examines program relevance, resource adequacy, implementation processes, and outcomes. The use of this model allows institutions to identify both strengths and weaknesses of development programs and provides a clear basis for program refinement.

The application of similar evaluation principles can be observed in the training programs implemented at Asahan University and the Daar Al-Ulum Asahan Islamic Institute. At Asahan University, lecturer development programs—such as training in educational technology and interactive teaching methods—are evaluated systematically to assess their relevance and effectiveness.

Likewise, the Daar Al-Ulum Asahan Islamic Institute applies comparable evaluation principles to determine the alignment of training programs with lecturers' needs and to assess post-training outcomes, although certain aspects still require further enhancement to maximize impact.

Previous research by Mardiana and Ridla on lecturer performance at UIN Sunan Kalijaga also demonstrated that systematic evaluation of Tridharma implementation—based on interviews, observations, and documentation—contributed to achieving institutional quality targets and improving overall lecturer performance. Similar practices are evident at Asahan University and the Daar Al-Ulum Asahan Islamic Institute. Asahan University utilizes the Lecturer Workload Report (LBKD) as a formal mechanism to monitor lecturer contributions in teaching, research, and community service. Meanwhile, the Daar Al-Ulum Asahan Islamic Institute employs an evaluation system that includes academic, social, and religious activities, ensuring alignment with institutional standards and values.

Overall, evidence from both this study and previous research indicates that systematic, data-based evaluation has a positive impact on lecturer performance improvement. At both institutions, evaluation systems are oriented toward continuous improvement and assist lecturers in identifying areas requiring further development, particularly in teaching quality, research productivity, and community engagement. However, despite the generally positive implementation of training and evaluation programs, lecturer outcomes in certain areas—such as community service and scientific publications—remain suboptimal. One of the primary challenges faced by both institutions is limited funding to support research and service activities, which constrains the effectiveness of development efforts.

In conclusion, the evaluation systems implemented at Asahan University and the Daar Al-Ulum Asahan Islamic Institute have demonstrated positive outcomes, although further refinement is necessary. The use of comprehensive evaluation models, including those aligned with the CIPP framework, provides valuable insights into the effectiveness and impact of lecturer development programs. Therefore, it is essential for both institutions to continuously strengthen and sustain their evaluation systems to ensure ongoing improvement in lecturer performance and the overall quality of higher education.

4. CONCLUSION

This study concludes that lecturer development strategies at Asahan University and the Daar Al-Ulum Asahan Islamic Institute primarily emphasize improving academic qualifications and teaching competence through training programs, seminars, workshops, continuing education, and the integration of educational technology for learning and lecturer management. Despite constraints related to limited resources, funding, time, and lecturer workload, both institutions have demonstrated positive outcomes in enhancing teaching performance; however, improvements in research productivity and community service remain limited. A key limitation of this study lies in its qualitative multisite design and focus on two regional institutions, which may restrict the generalizability of the findings and limit the ability to assess long-term impacts of development programs. Future research is therefore recommended to examine the longitudinal effects of lecturer development initiatives, particularly on research and community service performance, and to investigate in greater depth the factors influencing the effective adoption of educational technology in higher education. Expanding the scope to include a wider range of institutions and incorporating mixed-method approaches would also provide a more comprehensive understanding of how structured, data-based evaluation systems, institutional support, and incentive mechanisms can sustainably enhance lecturer performance across diverse higher education contexts.

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