Strategic Planning in Lecturer Career

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Abstract

This study is intended to analyze strategic self-management in lecturer careers in various lecturer performance demands, including education, research, community service, and supporting elements. Qualitative methods are used to discuss the problem, and the data analysis approach is carried out using descriptive techniques. Data was collected using interviews with selected lecturers, observations, and literature studies. The process is complemented by the role of the researcher as the main instrument. The data results show that strategic self-management requires precision-based planning of career goals in the implementation of various components of lecturer performance demands, including education, research, community service, and supporting elements.

Keywords: Planning, Strategic, Career, Lecturer.

A. INTRODUCTION

A career can be interpreted as all jobs held by a person during his work life (Mangkuprawira, 2011). A career shows a track record of a person's directed work and progressively increases to the highest level that can be achieved. In the old model, careers are viewed linearly within the same organization and the same field of work. A career has been understood as the entire field of work undertaken by a person in its development. It is possible to move the organization or area of work from the previous place of work. Implementing the career model that has developed can be seen from the dynamics of the reality of workers or employees who change parts and even change the organization (company) where they work.

Career development can be interpreted as a personal improvement made by a person to achieve a career plan and increase the personnel department to accomplish a work plan with an organizational path or level (Ardana, Muijiai & Utama, 2012). Career development is seen from the efforts of workers as individuals (Rivai & Sagala, 2011). Career development consists of the personal improvement that a person undergoes to achieve his career plan, and it is the worker's responsibility. In this case, this means the importance of self-will from workers (including lecturers) in seeking career advancement. However, the organisation provided by the organization when the individual concerned does not have the will to do so, the results are still not optimal.
or even fail. From an individual perspective, the aspect seen is the various efforts made by workers to improve their careers. In diverse organizational experiences, it is seen that there are workers or members of the organization who differ in the level of commitment and willingness to follow the organization's management process. Workers who have the same level of dedication and desire will generally produce the same performance contribution, either in the high or low performing category. This condition illustrates that an individual will becomes an undeniable condition. The self-will of workers as individuals is a reality that is felt in the role of organizational membership (Silitonga, 2021). The fact of the dynamics of challenges and obstacles in a career is certainly unavoidable. Such conditions require hard work and intelligent work to capture career advancement opportunities and overcome problems that can hinder careers. With self-will and innovation, the worker concerned strives to be successful in his career. Of course, this effort does not mean that the worker is completely separated from the framework of the system within the organization. It's just that in this perspective, the role of a worker or member of an organization is seen in seeking the effectiveness and efficiency of his career.

Career development is usually also related to the system built and implemented by the organization. Organizations through leadership roles usually implement strategies within organizational management to encourage each member of the organization to work by the responsibilities of the position given to him. Organizations must implement career management accurately and reasonably to understand their existence in the organization and their rights and obligations. With the implementation of career management, workers, both individually and in teams, then make specific responses. The response that organizations expect from career management is the willingness of workers to show their best performance. This understanding is in line with the explanation that career development carried out by the organization can foster employee commitment (Dessler, 2009: 6). With high commitment, workers will perform optimally.

A career in a lecturer position in the field of work that is focused on in this discussion. This discussion about jobs is attractive against the background of the role of lecturers in our lives. Lecturers become facilitators of the transfer of values and knowledge to students by the objectives to be achieved. Lecturers play a role in producing quality graduates (Harison & Faisal, 2017). The importance of lecturers being actualized through understanding the existence of quality educators is an absolute requirement for the presence of quality education systems and practices (Ramli & Jalinus, 2013; Retnowati et al., 2017). The importance of the role of lecturers can also be seen from the perspective of the role of improving human quality and educating the nation's life (Auliana & Nurasiah, 2017).

In carrying out their duties, lecturers have a specific career pattern from the beginning to the end of the highest level that can be achieved. In this context, a case study was conducted on lecturers in Indonesia with a career pattern with groups ranging from
expert assistants, lecturers, head lecturers to professors. The study is more narrowed down on the focus of planning carried out by lecturers in the lecturer's career and strategic planning. Discussion of the problem is carried out with a qualitative approach. A qualitative approach is a method for exploring and understanding the meaning of social or humanitarian problems (Creswel, 2017; Silitonga, 2020). This qualitative approach is understood as a research approach that is carried out fairly and requires researchers to interact closely with research subjects and is also more exploration and discovery-oriented and does not intend to test theories (Idrus, 2009). The discussion of strategic planning in the lecturer's career is interesting, considering that strategic planning is usually associated with the organization. Organizations are constantly faced with competitive challenges (Noe, 2010). Analogously, lecturers as part of human resources in higher education organizations face challenges and obstacles in their career paths.

B. LITERATURE REVIEW

This literature review begins with an explanation of the lecturer and the demands of his duties. The needs of this task emphasize the requests of lecturer performance. Performance is defined as the result of employees’ activities being motivated to perform work tasks to determine how well employees perform against the standard performance indicators listed in the job description to achieve increased performance (Mathis & Jackson, 2017). Performance is also defined as employee work-related behaviours designed to achieve organizational goals (Ivancevich, Konopaske & Matteson, 2018). Performance is the result of work performed by a person based on job requirements (Bangun, 2012). Furthermore, what are the performance demands of lecturers?

Referring to Law No. 20 of 2003 concerning the National Education System, Law No. 12 of 2012 concerning Higher Education, Law No. 14 of 2005 regarding Teachers and Lecturers, as well as various regulations under it, it is stated that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science and technology through education, research, and community service. Based on the Lecturer's Workload provisions, the supporting elements become another part of the lecturer's duties. From this explanation, it can be observed that lecturers have a task load whose results will be actualized in the form of performance in the form of activities to carry out education, research, community service, and supporting elements. The three components mentioned earlier are the main tasks of lecturers, and these activities are included in the Tridharma Pendidikan activities. The last component, namely the supporting elements by the term, is an additional part or complements the main task of the lecturer.

Lecturers are part of the positions contained in higher education organizations. In the university environment, there are structural positions and functional/academic
positions. Structural positions are usually embedded in an organizational structure that shows hierarchy, relationships, and division of labour. As understood, organizational structure refers to the division of labour and patterns of coordination, communication, workflow, and formal forces that direct corporate activities (McShane & Glinow, 2015). Then the lecturer is classified as an available position which in carrying out its duties is independent. Functional Positions are a group of positions that contain functions and tasks related to available services based on specific expertise and skills (Regulation of the Minister for the Empowerment of State Apparatus, 2020). The lecturer is a functional position in a higher education environment. Still, it can serve in certain structural positions such as rector, dean, head of the study program, director of the institution, or others seen as carrying out additional tasks. Although they can occupy structural positions as different tasks, lecturers can be seen as available positions that carry out their duties. Open positions are always accompanied by a grading of groups/ranks where the process of increasing the class/rank is required by cum or a specific credit score from the lecturer’s performance results.

The implementation of the lecturer's duties is independent, but the role of the lecturer is very significant. In accreditation activities, one part that is assessed is related to the performance of lecturers by their home base. The assessment of lecturer productivity, especially in the form of publications accompanied by the achievement of academic positions, emphasizes the importance of the role of lecturers. In the accreditation provisions currently being applied by the National Accreditation Board, the matter of lecturers’ track record of performance in this publication is a prerequisite for certain accreditation statuses. Referring to the dynamics, the performance of lecturers, especially private university lecturers, is still not optimal (Yuningsih, 2012; Ng’ang’a, M.J. & Nyongesa, 2012). If the lecturer’s performance is not optimal, it can be expected that unsatisfactory results will be obtained when the study program is accredited.

Meanwhile, accreditation status is a part that is often seen as a quality level of study programs. The importance of lecturer performance should be a part that needs to be considered by higher education management to encourage lecturers to have high performance. The role of universities in building a system that promotes lecturer performance is very much felt by the urgency and something inherent in higher education management. It’s just that in this context, research is focused on the role of lecturers with a self-management perspective. Self-management is related to self-management to deal with various dynamics in their status to achieve success, including self-success and to support organizational goals (Silitonga, 2019). Self-management at work is a form of responsibility for the given task. Self-management ability affects a person’s ability to make decisions (Kusasi, 2013). Self-management ability affects a person's ability to work (Aminah, 2015). Knowledge of competence becomes essential in a competitive advantage to become a winner in the competition (Noe et al., 2011).
Self-management thus becomes something important in determining a person’s performance and career, including lecturers. Self-management carried out by lecturers in jobs includes all activities carried out by lecturers in realizing career success. The concept of self-management is rooted in an understanding of management. Management can be defined as the process of planning, managing (organizing), directing (implementing), and supervising (Terry, 2016; Stoner, Freeman & Gilbert in Sudaryono, 2017). Management can be defined as achieving organizational goals effectively and efficiently through planning, management, leadership and control of corporate resources (Daft, 2010). The management process has developed, and there are various variations in its definition, including the management process in planning, implementing, and producing activities. In that case, planning is agreed as the first function of management, which mandates everything by considering organizational resources and anticipating potential obstacles to achieving specific goals (Silitonga & Rony, 2021). Planning deals with results and means of realizing them (Robbins & Coulter, 2010) and planning as an activity to design the future (Wibawa, 2017). From that explanation, it can be seen the urgency of planning as a basis for carrying out activities and becoming a means of realizing targeted things.

Strategic planning is a lecturer’s career is related to the design of activities carried out by lecturers by utilizing and optimizing various potentials they have to achieve career goals. Lecturers certainly have the desire to be successful in their careers. This is in line with the understanding that an employee has the ideals and goals of his work life increasing from the lowest to the highest (Arifin, 2013). It’s just that the dynamics of the career journey does not always run smoothly. Moreover, in reality, there are dynamics of change in all fields with such high intensity and complex stimulus from developing information technology that requires the values needed as the basis for behaviour (Noer, 2019). Change requires individuals to think creatively, work fast, and be precise to become a person who can compete (Safitri, 2013). This change in the context of lecturers is seen, among others, in the pattern of assessment of lecturers’ careers that takes place dynamically so that lecturers who do not anticipate it will experience problems in implementing their careers. Lecturers who cannot upgrade their knowledge in the current context will not appreciate the expected expectations and expectations.

Strategic planning in general and in the career of lecturers is no exception, based on consideration of personal strengths and weaknesses and associated with opportunities and obstacles that will be faced. Lecturer careers have been arranged with levels from expert assistant, lector, head lector, to professor. Increasing lecturers’ academic positions need to be based on strategic planning based on not running automatically. In carrying out their duties every semester, Lecturers carry out workloads regularly, but that does not guarantee that lecturers can reach higher academic positions. Assessment for the level of promotion is regulated with specific
requirements. It often happens that the lecturer's self-assessment is not synchronized with the reviewer who is in charge of assessing the lecturer's credit score. In various experiences, lecturers have been so confident that the productivity of performance activities supports the proposed credit score within a specific period. Still, the results are far from expectations, and the lecturer is considered a failure and must improve the proposal by adding other performance products.

To reach a certain level with specific requirements requires the competence and strategy of lecturers. The demand for strategic planning mainly refers to the dynamics and challenges faced by lecturers to achieve the cum or credit score for promotion, as already mentioned. The achievement of the credit score that the lecturer must fulfil refers to the position and class of space/rank applicable to civil servants, as shown in the following table.

**Table 1. Credit Score and Position/Rank of Lecturers with Civil Servant Status**

<table>
<thead>
<tr>
<th>No.</th>
<th>Position Group</th>
<th>Classroom/Rank</th>
<th>Credit Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expert Assistant</td>
<td>III/b</td>
<td>150</td>
</tr>
<tr>
<td>2</td>
<td>Lecturer</td>
<td>III/c</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>III/d</td>
<td>300</td>
</tr>
<tr>
<td>3</td>
<td>Head Lecturer</td>
<td>IV/a</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IV/b</td>
<td>550</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IV/c</td>
<td>700</td>
</tr>
<tr>
<td>4</td>
<td>Professor</td>
<td>IV/d</td>
<td>850</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IV/e</td>
<td>1050</td>
</tr>
</tbody>
</table>

Source: Minister of State Apparatus Empowerment Regulation and Bureaucratic Reform

The credit figures that apply to civil servant lecturers are then referred to and regulated for lecturers with the status of Indonesian National Army Soldiers, as shown in the following table.

**Table 2. Credit Scores and Position/Rank of Lecturers with TNI Soldier Status**

<table>
<thead>
<tr>
<th>No</th>
<th>Position Group</th>
<th>Classroom/Rank</th>
<th>Credit Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Expert Assistant</td>
<td>First lieutenant</td>
<td>150</td>
</tr>
<tr>
<td>2</td>
<td>Lecturer</td>
<td>Captain</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major</td>
<td>300</td>
</tr>
<tr>
<td>3</td>
<td>Head Lecturer</td>
<td>Lieutenant colonel</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>colonel</td>
<td>550</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 star</td>
<td>700</td>
</tr>
<tr>
<td>4</td>
<td>Professor</td>
<td>2 star</td>
<td>850</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 stars</td>
<td>1050</td>
</tr>
</tbody>
</table>

Source: Presidential Regulation No. 64 of 2017; Minister of Defense Regulation Number 15 of 2017
Based on the table, lecturers' demand for credit numbers must be met by lecturers in occupying academic positions and class/ranking in their careers. It's just that specific requirements accompany the fulfilment of the credit number. The conditions are mainly related to lecturer publications in the form of scientific articles. The higher the lecturer's level, the higher the demands for the level of publication products that the lecturer must produce. For example, there is a demand to have higher publication products for the position of head lector in accredited national journals at the Sinta 2 level and for professorships to produce scientific article publications in reputable international journals.

On the other hand, the journal's status may change if it was initially ongoing, but a few moments later, it has become discontinued. The demand for national publication products of a maximum of 25% is another part of the requirements. This is a brief description of the dynamics that need to be considered in the strategic planning of lecturers in their careers.

C. RESULT AND DISCUSSION

Strategic planning carried out by lecturers in their careers is related to various elements assessed in the implementation of lecturer duties. Different plans made by lecturers need to be adjusted to the demands of lecturer performance, including components of educational activities, research, community service, and supporting elements. The various planning components are further detailed below.

1. Field of Education

Referring to the applicable regulations, the promotion of a lecturer's academic position, except for the first appointment, is carried out no later than two years. In that context, lecturers need to pay attention and consider when the planned increase in the lecturer's academic level will be carried out. The increase in the office level includes taking into account whether it will be carried out only for one level or one level or will skip positions. In this series, lecturers consider the adequacy of grades to support the plan to increase the level of office or level in academic positions. Based on the provisions concerning the Guidelines for Lecturer Credit Scores, the distribution of score/cum lecturers for the dharma of education is generally different for each position level. The higher the level of academic positions held by lecturers and academic qualifications, the smaller the percentage for implementing education. The percentage number is seen based on the total cum total increase in the academic level targeted by the lecturer. The details for that are that for expert assistant/master level 55%, lector/master 45%, head lector/master/doctor 40%, and professor/doctor 35%. Details of the composition of each component according to the level of the lecturer's position are then described in the following table.
### Table 3 Details of Education Component Allocation according to Lecturer Position

<table>
<thead>
<tr>
<th>No.</th>
<th>Position Level</th>
<th>Cum Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assistant Expert/Master</td>
<td>≥55%</td>
</tr>
<tr>
<td>2</td>
<td>Lecturer/Master</td>
<td>≥45%</td>
</tr>
<tr>
<td>3</td>
<td>Head Lecturer/Master/Doctorate</td>
<td>≥40%</td>
</tr>
<tr>
<td>4</td>
<td>Professor/Doctor</td>
<td>≥35%</td>
</tr>
</tbody>
</table>

Source: Operational Guidelines for Lecturer Credit Score Assessment

Based on these considerations, lecturers can arrange educational dharma planning to be targeted. This is in line with the understanding that performance management includes setting goals and objectives (Rahardja, Talim & Purnomo, 2018). If at that time, the academic position of the lecturer was at the lowest level, the target allocation for planning the components of educational activities would be in a more significant percentage. On the other hand, if the academic position of the lecturer is at the highest level, the planning of the dharma of education does not need to be too much. The amount of workload for the education component is sufficient.

Regarding this strategic work plan, in planning the dharma of education, it cannot be separated from the planning of the semester lecturer workload, which is carried out regularly. It's just that based on strategic considerations, routine planning every semester should pay attention to the percentage of cum allocation that must be met according to the intended promotion level. This means that the semester workload plan is not completed only at the end of implementing the education component activities accompanied by reporting on their performance. The methods and results of each semester are part of the track record for calculating cum in a certain period in the context of the proposed promotion of certain academic levels.

In this strategic perspective, the planning carried out by the lecturer is not just allocating the workload with the amount of the semester credit system and the cum plan to be addressed. It is important to note that lecturers complete their planning with preparation in self-facilitating activities to carry out their work plans well in the future. Increasing self-competence is a part of planning that needs to be done by lecturers. This step is in line with Safitri (2013) description to become a person who can compete. Increasing self-competition can be done by self-initiative and utilizing activities allocated by universities. Training needs to be followed seriously to improve quality (Fenia, 2018). Movement can simultaneously affect performance (Rustiana, 2010).

Self-competence that is needed is carried out, among others, in the activities of mastering learning substances. Mastery of the learning substance itself becomes absolute. Knowledge of the intended meaning is mainly in scientific competence by the current context. Based on academic qualifications in general, lecturers already have a good knowledge base according to the lecturer's field of science. However, by
the dynamic development of science, including being stimulated by the development of information technology, the dynamics of accelerating scientific progress has become a necessity. Especially if it turns out that a new lecturer has entered the teaching profession while graduating from college has been a long time and was interrupted by work activities in fields that have nothing to do with science in higher education. Lecturers need to be accessible to the dynamics of scientific development by the current context. This context is by the demands for the quality and presence of lecturers as an essential component of the education system (Permanasari, Setyaningrum & Sundari, 2014). For this reason, lecturers equip themselves with activities that can stimulate their development, especially in scientific development. This is in line with Setiawati (2009) findings, which states that competence has a significant effect on lecturer performance.

The process of scientific development and mastery of lecturers is an activity that does not happen instantly. The process is continuous and continuous. In that context, the lecturer plans various activities to include efforts to master scientific substance in the present context. The dynamics that develop in this context facilitate the publication of scientific papers that are regularly published and always present the latest works from research results that are generally the latest. Do not let lecturers not equip themselves with access to the effects of scientific publications; potentially, lecturers will be left behind by students because students in general (especially the millennial generation) have access to the results of scientific journals.

In this context, the perspective is not in the activities of lecturers producing scientific publications. Lecturers are actively involved in accessing the results of scientific publications in the framework of supporting the implementation plan of the education component activities. The demand for scientific journals or producing scientific works is part of the discussion on research dharma. The understanding here is limited to the activities of the lecturer joining in following or accessing the results of scientific publications so that the lecturers are always up-to-date with scientific developments. The move is aimed at supporting the career development of lecturers.

With the level of scientific mastery by scientific development, it becomes a means for lecturers to be accepted in carrying out their duties in realizing work plans in the field of education. Knowledge of scientific substance in the current context, for example, also supports mentoring and testing of students' final assignments when lecturers get the task load. In mentoring, lecturers are required to be able to guide students' final project research activity plans, among others, by providing an overview of research progress maps in their scientific fields to students. This ability can only be obtained based on the activities of lecturers working on scientific publication products.

Another aspect that lecturers need to pay attention to regarding the strategic perspective lecturer's work plan is the correlation/linearity of activities with scientific competence or the lecturer's academic qualifications. This correlation especially needs
to be emphasized on teaching activities planned by lecturers if their actions are related to planning to prepare teaching materials. It is better to avoid planning (including implementation) of teaching in fields that are not appropriate because it is feared that in the future, the teaching load that has been done can not be counted as part of supporting the cum or lecturer credit score assessment.

2. Research Field

The design of the research component in this strategic perspective still refers to the applicable provisions related to achievements for promoting a lecturer's academic position or a certain level in the lecturer's theoretical work in supporting a lecturer's career. By the provisions, the promotion of a lecturer's academic position except for the first appointment is carried out no later than two years. In that context, lecturers need to pay attention and consider when the planned increase in the lecturer's academic level will be carried out and targeted. The increase in the office level includes taking into account whether it will be carried out only for one class or one group or skip positions. In this series, lecturers consider the adequacy of grades to support the plan to increase the level of office or station in academic classes.

Referring to the provisions regarding the Guidelines for Lecturer Credit Scores, the distribution of score/cum lecturers for research dharma is generally different for each position level. The higher the academic positions held by lecturers and academic qualifications, the higher the research results obtained. The details for that are that for expert assistant/master level 25%, lector/master 35%, head lector/master/doctor 40%, and professor/doctor 45%. The percentage number is seen based on the total cum total increase in the academic level targeted by the lecturer.

Table 4. Details of Research Component Allocation according to Lecturer Position

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<td>≥45%</td>
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</table>

Source: Operational Guidelines for Lecturer Credit Score Assessment

Based on the above provisions, lecturers can arrange research dharma planning that lecturers will target. If the lecturer's academic position was at a relatively high level, for example, head lector/doctor, the lecturer in his planning sought a research dharma work plan with a target of 40% of the total cum to be achieved. Meanwhile, if the academic position of the lecturer is the lowest level, the planning of research dharma is not too demanding as regulated in the provisions.

Regarding this strategic work plan, the planning of research dharma cannot be separated from the semester workload planning, which is carried out regularly. It's just that based on strategic considerations, routine planning every semester should
pay attention to the percentage of cum allocation that must be met according to the intended promotion level. This means that the semester workload plan in the research field is not completed only at the end of implementing the research dharma burden accompanied by reporting on the performance of activities. The schedule and results of each semester are part of the track record for calculating cum in a certain period in the context of the proposed promotion of academic positions.

In this strategic perspective, the planning carried out by lecturers is not just allocating the workload of the research field with the amount of workload and cum plan to be addressed. In this context, it is essential to pay attention to the preparation of lecturers in facilitating themselves so that they can carry out research work plans well in the future. In the pursuit of research activities, the factor of the ability to write scientific papers becomes absolute. The mastery of writing scientific papers is also correlated with the knowledge of scientific substance in the current context.

The challenge of having the ability to write is a necessity, and lecturers must answer these challenges. Producing scientific works in the form of books (references, monographs, book chapters, scientific articles) and creating disseminated ideas (scientific essays, proceedings, seminar papers) are part of planning the dharma of research related to writing scientific papers. This rationality further clarifies the importance of this willingness to write as part of the competence that complements lecturers in supporting their careers. Lecturers are required to have the ability to write to design and, of course, carry out the burden of research dharma in the field of activities/components as mentioned above. In particular, this writing competence is absolute and becomes part of the competitive advantage that lecturers need to fulfil. Referring to the provisions for submitting lecturer credit points in the context of applying for academic positions, there are special requirements for the work of the lecturer as the first author to be published in specific indexed journals (accredited nationally or with international reputation according to the level of the intended academic position). In this case, it is clear, from among the various submitted works, the lecturer must publish one as the first/primary author and not only as a co-author (second, third, and so on).

In its dynamics, lecturers can work together with other lecturers in producing scientific works. In other words, the lecturer asks other people to help them to make scientific papers that will be published. Such cooperation is possible and shared in the tradition of scientific writing. It’s just that it also needs to be detailed; how far is the level of assistance requested by the lecturer to others? Does it helpfully, mostly, complete data, partially, or what? Noer (2019) has hinted at the values needed as the basis for behaviour so that lecturers need to have self-integrity in their various activities, including publishing scientific papers.

Referring to the norm, the form of the lecturer’s contribution in writing scientific papers that are done in a team will be reflected in the order of the authors. Lecturers
who work the most, let alone work on the entire scientific work, are usually placed as the first/primary author. Meanwhile, other lecturers who in their activities only help partially or even (sorry) just share names; then their position is only as a co-author such as the second or third author (or even there are authors in a sequence of more than three).

If the lecturer cannot write, the opportunity to become the first writer will undoubtedly be challenging to come by. It may also be that there are lecturer colleagues who are "encouraged" to give up not being the first author. But how long will it last? There may never be a demand for a paper to be the first author. Still, it must be remembered that in every level increase, there is always a demand for publication products that require the lecturer to be the first/primary author. On the other hand, if the lecturer only "hit names", how could the lecturer feel that such activity is ethically every day. Don't forget, the existence of carrying out the task of being a lecturer demands the actualization of one's character as a role model.

The ability to write itself is a form of skill that requires the willingness of the lecturer to practice. Because the mastery of writing scientific papers can be absolute, lecturers should equip themselves with this writing competence. This is in line with the previous description that the precision of a plan must pay attention to the resources or capacities that exist in the lecturer. The orientation of equipping oneself with writing skills is also not instantaneous but a process that requires perseverance and the will to make it happen. Of course, it is relevant to the need for lecturers to have high motivation in supporting various activities for performance targets. The cause significantly affects performance (Ningsi, Alhansji & Utami, 2015; Darmanto & Harahap, 2015).

In various cases, it is precisely this will problem that often becomes an obstacle for lecturers. Various reasons were put forward, such as lack of talent, reluctance to ask senior lecturer colleagues, hectic schedules, very time-consuming preparation and teaching activities, or budgetary support constraints for publication products. If there is a lack of motivation, the reasons mentioned seem logical. There is justification for lecturers to be less productive in disseminating and publishing scientific works. Lecturers can produce scientific papers followed by adequate publications, which will support the strategic planning of lecturers in achieving the desired career level over time to undergo lecturers' academic positions and their stories. Writing facilities and publication products will also support the implementation of a lecturer's career in various dimensions. With publication results that lecturers can inscribe, it becomes a means of support for the emergence of trust from other lecturers and students regarding scientific works.

The support facilities, for example, are also related to mentoring activities and student final project testing, which are included in the realm of the dharma of education. The movement of supervising students' final assignments is indeed included in the
dharma of teaching. Still, it should not be forgotten that a good mentoring process is based on quality standards that can encourage students to produce scientific work publications.

Referring to the Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education, students graduating from education according to their educational strata must produce scientific publications in journals. The resulting scientific work is usually taken from the results of the student final project research. As the last project supervisor, the lecturer’s name is usually included by the student as a co-author. The inclusion of the lecturer’s reputation as a co-author is legitimate and considered standard in the educational process.

From this description, the importance of lecturer competence in writing and producing scientific papers can be seen. To be proficient in writing, lecturers are required to be able to equip themselves for it. If you want, the lecturer can look for information about technical writing. This information can be obtained through books written specifically for this purpose. In addition, information about learning to write can also be accessed online, in the form of written information about technical writing or from YouTube sources. All information is available.

Information about scientific works can also be learned from the writing style and fulfilment of scientific results. This information can be obtained from various facilities around us, such as bookstores, libraries, and online sources. It’s just the lecturer’s willingness to access it. There are multiple types of scientific work. Models of reference books, monographs, and scientific articles are generally the same in scientific criteria and scientific writing procedures, but each has its characteristics.

Reference books, for example, are not the same as reference books that are generally known to be displayed and sold in bookstores. Suppose the book that is planned to be produced by the lecturer is the same as the description of the reference books displayed in the bookstore likely. In that case, the assessment results of the lecturer’s work plan will be included in the component of teaching materials (educational components, not research). Reference books in the context of scientific work must have a problem formulation accompanied by discussion and conclusions about the problem. Even more contextual, reference books should raise issues or controversies from sources of publications of lecturers’ scientific works (for example, from journal publications) only with a broader and more in-depth scope and presenting novelty in the references to be written.

A monograph book is a product of scientific work lifted from the results of research that has not been published. Based on the technical writing, the monograph also requires the method used in the study, but the technique is not explicitly listed as a separate section to be discussed. The mention of the technique can be mentioned in the introduction and is actualized in the discussion of research data. Compared with
reference books, monographs tend to focus more on analyzing specific aspects of the lecturer’s scientific field, while reference books have a broader scope. A scientific article is a short manuscript that meets the requirements for writing a scientific paper that presents the main points of a research result or conceptual study, usually given in a scientific journal (Silitonga, 2020). When compared with reference books with monographs, scientific articles tend to be shorter. The format of writing scientific papers must be adjusted to the template and environment specified in the journal to be addressed.

Regarding scientific works or publications that lecturers will plan, an important aspect that must also be considered is the matter of linearity or correlation of problems discussed in scientific works with the scientific competence of lecturers. The question of the linearity of scientific results produced by lecturers with the scientific competence of this lecturer is non-negotiable. If you want to get an optimal score, the lecturer must plan a scientific work whose substance is related to the lecturer’s knowledge. It is better to avoid just producing publication products.

In the experience of several young lecturers, the passionate passion in their work is not accompanied by an understanding of scientific linearity. Several publication products were produced, but after the lecturer’s scientific work was submitted to assess the lecturer’s credit score, the results of the assessment were not optimal. Some scientific work products that have been painstakingly produced have not even been assessed at all. Regarding not getting grades at all, this might be questioned; every creative process related to academic activities should still need an award. However, it is also possible for the reviewer to consider that the work is suspected of not being the work of a lecturer and simply "entrusting" or using the services of someone else. Everything has a rationale for it. But more importantly, lecturers strive for programs or scientific work plans whose substance is by the lecturer’s scientific field. There are no less than optimal assessment problems in the future.

3. Community Service

The design of the dharma of community service in this strategic perspective still refers to the applicable provisions. In that series, the lecturer considers the adequacy of the value of community service to support the plan to increase the level of office or station in academic positions. Referring to the provisions regarding the Guidelines for Lecturer Credit Scores, the distribution of score/cum lecturers for the dharma of community service is not significant. The allocation of the assessment amount is generally the same for each level of position. The percentage amount is between 5 to 10% of the total elements assessed to promote academic positions targeted by lecturers. Based on the above provisions, lecturers can arrange the planning of community service dharma that lecturers will target with not too many allocations.

In this strategic perspective, the planning carried out by lecturers is also not just allocating the workload in the field of community service with the number of credits
and cum plans to be addressed. In this context, it is essential to pay attention to the preparation of lecturers in facilitating themselves so that they can carry out the dharma work plan for community service well. In the method for community service activities, the ability to write scientific papers is something that complements the lecturers. Writing mastery is associated with several alternative community service activities.

Components of community service activities that can be programmed by lecturers related to writing scientific papers include making/writing community service works that are not published, the results of community service activities published in a scientific journal/community service journal or appropriate technology. Dissemination of the program outputs of community service activities and play an active role in managing scientific journals.

For the aspect of making/writing community service works that are not published, it can be observed that it is also related to writing skills. If the lecturer cannot write this, it is better if the program is not included as part of the lecturer's planning program in community service because, in the future, the lecturer will have problems preparing the intended work. Although not formally published, this version of community service work must be documented in the university library. That way, there is a chance that the lecturer's work will be read and observed by library users. Lecturers certainly do not want to display results that are generally not worth reading. If the lecturer will include this writing program in his workload plan on community service, at least the lecturer prepares himself for writing scientific papers. This means that the submission of the program is not just the origin of the road but is accompanied by the efforts of the lecturers to equip themselves and the willingness to train themselves in scientific writing activities. Thus, it is hoped that in practice, lecturers will not experience significant obstacles in their plans to produce works of community service even though they are only documented in the library.

In the program of publishing works in scientific journals/community service journals of appropriate technology, which is the dissemination of the outputs of community service activities, the form also requires the ability to write scientific papers. To be accepted by the journal in the context of publishing community service outputs, of course, the work that will be produced can meet the criteria of the journal. Judging by the level, the production of this program is higher than the writing of unpublished works. To plan an output program for the publication of this community service work requires writing scientific papers.

The demand for the ability to write scientific papers is also relevant to the program playing an active role in managing scientific journals. Lecturers who can write as evidenced by various quality products are usually the basis for journal managers in selecting lecturers to be included in the management of specific journals. With a track record of writing, it can lead selected lecturers to become journal managers. An active
program in journal management can be included by lecturers as part of the community service dharma program in the semester workload after the lecturer formally becomes a journal manager accompanied by administrative/written evidence of his appointment.

Writing scientific papers has been mentioned in the previous discussion, especially the dharma of research because research activities are closely related to scientific work products that lecturers must carry out. However, in this discussion about the dharma of community service, the competence to write scientific papers remains relevant considering that alternative programs in community service also have alternatives in producing written products.

For programs such as holding positions as leaders of government institutions/state officials, being members of a committee, members of delegations, lecturers are not very able to actively choose the program as part of their strategic planning. The opportunity for that choice can be called more of a dependency, based on the consideration of the organization's management. Meanwhile, for the previously mentioned program, writing community service works, the initiative can be entirely on the lecturers, including establishing it as part of the community service plan.

From the various descriptions mentioned above, it is again that the allocation of the distribution of the value of the dharma of community service is only limited to 5-10%. This data shows that the budget for community service is not too large. It’s just that the value contribution to it must exist. For this reason, the lecturer pays attention to the plans drawn up related to the dharma of community service so that they can fulfill the allocation as specified in the proposed increase in level and rank in the lecturer’s academic position.

Another strategic consideration that lecturers must consider is related to the planning of community service dharma, which is less than 10%; in its provisions, lecturers are required to meet credit score achievements comprehensively with a specific value. With the accomplishment of a credit score of less than 10% in this aspect of community service, that value must be fulfilled or replaced from other elements and its replacement, especially from the research aspect. That way, if the value of the dharma of community service is lacking, there should be an effort that is more than the value of the dharma of research to cover the deficiency value of the allocation number below 10% earlier.

4. Supporting Element

The design of supporting elements in this strategic perspective still refers to promoting promotion to the office level. The upgrade includes taking into account whether it will be carried out only for one class or one group or skip positions. In that series, the lecturer considers the adequacy of the value of the supporting elements to support the plan to increase the level of office or station in academic positions.

http://internationaljournal.net/index.php/endless
Referring to the provisions concerning Operational Guidelines for Assessment of Credit Scores for Promotion of Academic Positions/Lecturers Rank, the distribution of scores/cum lecturers for supporting elements is not significant. The burden on the supporting elements is almost the same as the burden on the community service component. The allocation of the amount of credit score needed is the same for each level of position. The amount of the percentage is determined 10%. From this provision, it can be interpreted that the aspects of these supporting elements may not be included in the proposed increase in academic/lecturer rank.

Based on the above provisions, lecturers can arrange supporting elements that lecturers will target. If it has been determined that this supporting element may not exist, the lecturer may not program the activities of this supporting element in his work plan. It’s just that if there are no supporting elements, the allocation of the 10% value that should be for the supporting details is still supported in fulfilling a sure cum. For that, it must be replaced with other elements, especially from the research dharma.

From the reality of the provisions that have been regulated regarding his career related to this strategic work plan, the lecturer adjusts his activity program to the existing regulations. By the term that this supporting part is complementary, so its existence is not part of the lecturer’s priority. The lecturer's focus is on the program to produce research dharma products. To not burden the lecturers in fulfilling the overall cum that the lecturers will fulfil, the lecturers should continue to program these supporting elements. Moreover, if it is clear that the lecturer has become a journal manager, is a manager of a professional organization, or is a member of a committee/body at a higher education institution, the submission of the program as part of the lecturer's planning in the field of supporting elements is undoubtedly appropriate to do.

D. CONCLUSION

Based on the results of the data and discussion, it can be concluded that strategic planning in a lecturer's career needs to be found on the dynamics of challenges and changes inherent in the lecturer's duties so that precision and strategies are required to refer to the strengths and weaknesses of the self associated with the use of opportunities and anticipation of obstacles. Strategic planning is carried out in selected programs on various demands of lecturer performance, including components of education, research, community service, and supporting elements. Planning that is prepared based on career goals with strategic goals in the form of increasing academic levels. Strategic planning is a continuous process that requires increasing self-competence; it is recommended that lecturers strive to achieve competitive advantage according to the demands of lecturer performance in
supporting work implementation as a follow-up to planning carried out based on career goals.

REFERENCES


