

Development of a Roadmap for the Development of Learning and Teaching Profession

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ABSTRACT

The Institute for Learning Development and Quality Assurance (LDQA) Universitas Negeri Surabaya (i.e Unesa) is one of the Unesa environmental organs that has the task and function of maintaining and improving the quality of Unesa learning and also as a reference for learning activities at related educational institutions. This research was conducted using a quantitative descriptive approach. The subjects of this research consist of 3 targets, namely: 1) General LDQA Management, 2) Learning Development Sector, and 3) Professional Development Sector. In this study, for the first and second problems, data were collected using documents, interviews and focus group discussions (FGD). The data obtained were analyzed descriptively qualitatively and quantitatively. Based on the results and discussion, it can be concluded that the roadmap for the Institute for Learning Development and Quality Assurance, for Professional Development for LDQA Unesa Educators and for Learning for LDQA Unesa has been prepared by accommodating the field of study which is the main task and function to answer the challenges of current and future learning needs. As for suggestions to improve achievement, it is necessary to increase cooperation with external parties who are institutionally closely related, namely *dit. Belmawa*, directorate general of higher education, directorate general of TOEP, education office, related institutions in accordance with LDQA's main duties and functions.

INTRODUCTION

The preparation of teachers as a profession is stated in Government Regulation Number 74 of 2008 concerning Teachers. In addition to the teacher must have a bachelor's degree qualification, the teacher must have a professional teaching certificate obtained through professional education. Article 2 states that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. Furthermore, Article 4 paragraph (1) Educator Certificates for teachers are obtained through professional education programs organized by universities that have accredited education personnel procurement programs, both organized by the Government and the Community, and determined by the Government. In paragraph (2) it is stated that the professional education program as referred to in paragraph (1) is only followed by students who already have the Academic Qualifications of S-1 or D-IV in accordance with the provisions of the legislation.

Mapping of graduate competencies and Tracer study of TPE alumni is one of the empirical studies that is expected to provide information to evaluate educational outcomes at TPE Unesa. With this tracer study activity, it is hoped that TPE Unesa graduates will get information indicating the lack of implementation of the study program and provide the basics for implementing future plans. For this reason, information on the success of professionalism (career, status, income) of alumni is needed. Meanwhile, Unesa is an

educational institution or higher education institution that is also concerned with character education for its students. Strengthening character education at Unesa must be able to prepare graduates to have characters that are able to compete in global life. This is attempted to be achieved by UNESA through the motto "growing with character". Character values that need to be developed are faith, intelligent, independent, honest, caring, and tough character (*IDAMAN JELITA*). The application of character values in the learning of these courses needs to be explored for their implementation in the learning planning contained in the Syllabus and learning plan.

Formation of national character, education has an important and central role in the development of human potential, including mental potential. Through education, it is hoped that there will be a transformation that can develop positive characters, and change character from bad to good. This is reinforced by law no. 20 of 2003 concerning the national education system which affirms that "national education functions to develop capabilities and shape the character and civilization of a dignified nation"

Development of Teacher Professional Education Model

Professional Teacher Education (TPE) is an educational program organized for non-Educational S1 and S1/D-IV graduates who have talent and interest in becoming teachers so that they can become professional teachers and have various competencies in full in accordance with national education standards and can obtain an educator certificate (according to Law No. 14/2005) in early childhood education through formal education, basic education, and secondary education. If you look at the description of the contents of the PP and the legislation that regulates teachers and the teacher education system above, it is time that the teaching profession is finally on an equal footing with other professions that have a code of ethics, as well as professional organizations. Of course, this will also be aimed at institutions with a professional education system as well. As in this case the Vice Chancellor for Academic Affairs UNESA (2009) stated that professional education is higher education after a bachelor's program that prepares students to have jobs with special skill requirements. Some of the characteristics of professional education for educators are numerous, but in this study the researcher adopted an opinion which emphasized that the characteristics of professional education for educators include:

1. The existence of a unique field of expert services that is only carried out by certain groups and recognized by the community and the government, so that not just anyone can provide these services.
2. It takes a relatively long and earnest education to master the scientific basis of the arts.
3. Systematic and supervised training, in the training process under professional supervision.
4. Decent compensation, followed by the responsibility for continuous professional improvement.
5. The existence of a professional organization that determines various rules related to the profession such as a code of ethics, etc.

If you look at the conditions that exist at UNESA and the references of experts as described above regarding the system for providing this teacher professional education, then UNESA has a very good opportunity to implement this TPE. He further explained that TPE is: Pre-service Teacher Professional Education Program, hereinafter referred to as Teacher Professional Education Program (TPE) is an educational program organized to prepare non-educational undergraduate and postgraduate education graduates who have

talent and interest in becoming teachers in order to master competencies. teachers as a whole in accordance with national education standards so that they can obtain professional educator certificates in Early Childhood Education, Basic Education, and Secondary Education.

Development of Learning and Character Education

Character is a person's character, character, morals, or personality that is formed from the internalization of various virtues that are believed and used as a basis for perspective, think, behave, and act (Manalu, 2014). According to the Ministry of National Education (2010) character education is defined as education that develops the nation's character in students so that they have values and character as their own character, apply these values in their own lives, as members of society, and are religious, nationalist, and religious citizens. productive and creative. Character education is also defined as a social assistance so that individuals can grow and live their freedom in living together with others (Koesoema, 2009).

Character education can also be interpreted as value education, character education, moral education, character education, which aims to develop the ability of students to make good and bad decisions, maintain what is good, and realize that goodness in everyday life wholeheartedly (Winataputra, 2010). Aly (2017) says that character education is a direct approach to moral education by teaching students basic moral knowledge to prevent them from engaging in immoral behavior or endangering themselves and others. Character education is a deliberate effort to help a person so that he can understand, pay attention to, and carry out basic ethical values. In character education, Muslich (2011) emphasizes the importance of the three components of good character, which are as follows:

1. Moral knowing or knowledge about morals.
2. Moral feeling or feelings about morals.
3. Moral action or moral action.

Character values that need to be developed so that students are able to compete in global life are the character of faith, smart, independent, honest, caring, and tough (*IDAMAN JELITA*). The Directorate General of Higher Education (2010) focuses on four main character values, namely: honest, intelligent, tough, and healthy. The Ministry of National Education (2010) develops character into 18 values, namely: (1) religious, (2) honest, (3) disciplined, (4) tolerant, (5) hardworking, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) nationalist, (11) patriotic, (12) appreciative, (13) communicative, (14) peace-loving, (15) likes to read, (16) cares about the environment, (17) social care, (18), responsibility.

RESEARCH METHOD

This research was conducted using a quantitative descriptive approach, because the goal to be obtained was data on the baseline road map around LDQA to map the main tasks and functions, as well as to develop a development plan at the next stage. Meanwhile, it is further stated in the development of a website that is used as a medium of information and communication for internal and external parties and the stakeholders of LDQA Unesa in carrying out the mandate according to the main tasks and functions. In particular, for the development of the LDQA web site, it uses a research development model with the ADDIE model.

The analysis phase (1) is carried out to obtain data regarding the need for a management

information system (MIS) to facilitate information systems around LDQA. The second stage of design (2), SIM is designed by combining offline and online systems, adapted to academic facilities at Unesa that utilize web-based information systems. The third is the development stage (3) which develops SIM by utilizing and integrating with the database system on the Unesa web server, linked to SIAKAD and Single Sign On (SSO). The fourth stage is Implementation (4) which tests the use of SIM by stakeholders around Unesa and external to Unesa. The subjects of this research consist of 3 targets, namely: (1) General LDQA Management; (2) Field of Learning Development; and (3) Field of Professional Development.

In this study, for the first and second problems, data were collected using documents, interviews and focus group discussions (FGD). The methods used: (1) Focus Group Discussion (FGD), (2) literature review, (3) scientific meeting, (4) field study, (5) survey, (6) seminar (webinar), and (7) meta analysis. Meanwhile, for the third problem, it is carried out through the development of an integrated information and communication system with PPTI Unesa. The data obtained will be analyzed descriptively qualitatively and quantitatively.

RESULTS AND DISCUSSION

Results

Roadmap for Learning Development and Quality Assurance Institutions

Along with the development of organizational needs, LDQA underwent structural and personal changes in mid-August 2020 with the issuance of the Rector's Decree number 752/UN38/HK/KP/2020, dated August 3, 2020 concerning the Termination and Appointment of LDQA Managers from time to time. In the decree it is explained that the structure of the secretary of the Quality Assurance Division is abolished. Meanwhile, based on Permenristek-Dikti Number 15 of 2016 article 84 administrative services of LDQA Unesa consist of the Administrative Section and subsections of 1) General and finance and 2) Programs, data and information. Administrative services are completed by 18 education personnel with varying levels, ranks and groups as well as their competencies, but all of them are under the leadership of the Head of Administration. Based on all the decisions and regulations that apply above, the organizational structure of LDQA Unesa is as in Figure 1 (Appendix). Based on the legal basis in Figure 1, the Vision and Mission of LDQA Unesa is then formulated which refers to the Vision and Mission of Unesa.

The vision and mission are: "Excellent in the professional development of educators, learning and quality assurance systems, strong in the development of Science and Technology" The vision and mission are further outlined in the mission: 1) Implement strengthening the competence of education personnel, 2) Implement professional education development teachers, 3) Implement educational learning through strengthening the curriculum, learning system, evaluation and learning resources, 4) Implementing the development of learning management programs and field practices, 5) Implementing the development of character education, counseling guidance and psychological services. 6) Implement the development of a quality assurance system. Currently, the State University of Surabaya is trying to improve its status from PTN-PSA (Public Service Agency) to PTN-LE (Legal Entity). PSA is an agency within the Government that was formed to provide services to the community in the form of providing goods and/or services that are sold without prioritizing seeking profit and in carrying out their activities based on the principles of efficiency and productivity. Meanwhile, PTN-LE is a state university established by the government with the status as an autonomous public legal entity.

Formerly known as State-Owned Legal Entities and Educational Legal Entities.

In the process leading to PTN-LE, Unesa has prepared a draft SOTK which will be submitted to the ministry authorized to determine the status. Based on the draft SOTK Unesa PTN-BH, LDQA will experience a structural change and there will only be 2 (two) fields namely the Field of Professional Development of Educators and the Field of Learning, while the Quality Assurance Division will be outside the structure of LDQA standing in line with the ISU (Internal Supervisory Unit) so that most likely the name of the institution will also change. Therefore, in this study only focus on two areas, namely the Professional Development of Educators and the Field of Learning.

As an institution that has a vision and mission, a good planning is needed. Planning will help the effectiveness and efficiency efforts and serve as a guideline in implementing various programs, so that the various processes that occur in it will be easily monitored and evaluated. Planning covers a certain time unit by taking into account and accommodating the various resources owned and the challenges and threats faced. Periodically, the planning stages of LDQA Unesa are arranged in units of five years as a short-term plan, and ten years as a long-term plan. This is because an institution within a university is dynamic depending on the needs of the institution as well as the challenges and conditions faced by the institution in anticipating various advances and demands of Science and Technology.

The period of five and ten years in the course of an institution has a dynamic journey, especially related to the internal development of the institution and external to the institution as demands of many things including university rankings. Therefore, the journey of five and ten years cannot be underestimated but also should not be considered as something burdensome which will become a psychological burden for its implementation. In the next ten years, Unesa will be at the gate stage to the Indonesian Golden Generation which must be able to deliver students to have readiness to welcome and enter that era. Therefore, to prepare for that time, it is necessary to start now through the stages of short and long term plans. The short term in question is 2020 as the base line and 2025 as the short term, then 2030 as the long term. This needs to be prepared carefully because in the next 25 years, namely in 2045, Indonesia will enter the age of Golden Indonesia, which is 100 years of Indonesian independence. Of course, at that time, there was a lot of hope that was placed on Unesa to answer the challenges of the times with all its changes. The time that will be present is not too long, so that preparations for this direction need to be carried out immediately through short and medium term stages. Based on the above plan, the LDQA roadmap is directed as in Figure 2 (Appendix).

The year 2020 is a base line or initial condition as the basis for LDQA Unesa in achieving its vision and mission in accordance with its duties and functions that specifically support the entire performance of higher education for the better. Currently, Unesa is ranked 19th from Universities in Indonesia. This condition is certainly a favorable basis for Unesa which requires continuous improvement efforts towards PTN-LE which has greater challenges and responsibilities. In 2025, this year it is hoped that Unesa will run on the PTN-LE path that flows smoothly following the existing dynamics by adapting to the problems and developments of the existing situation. However, it is hoped that in that year all existing challenges can be followed by movement and rhythm according to the applicable laws and regulations. At this stage, Unesa should be in the performing stage based on the stages that have started based on the base line since 2020. The role of LDQA in ensuring a learning process that is in accordance with the challenges and needs of Science and Technology is

the responsibility carried out through all existing centers. Of course, LDQA Unesa has built and has a strong system that starts from the initial process that has been running for 5 years from the baseline.

In 2030, the unit of the long-term plan that is used as a goal as well as a measure of success is when delivering gold to Indonesia. In addition to aiming to make Unesa an independent university with the status of a legal entity, it also contributes to the progress of the nation in celebrating Indonesia's independence. At this stage, LDQA Unesa must become the driving force and innovator of the learning process and professional development of educators both internally and externally at Unesa. This period can be used as a milestone for LDQA Unesa which is expected not only to be a long-term goal, but also to be used as an intermediate period for the next period.

The LDQA roadmap presented above is a plan that is in accordance with short-term and long-term goals that need to be complemented by programs and targets per year starting from 2020 to 2030. This roadmap helps to reach consensus on a series of programs and activities needed to achieve the quality of education as targeted in the Unesa Strategic Plan in the second phase (period 2030-2045). With the end of the first phase of the Unesa Strategic Plan (2020-2030), which is the stage of reforming institutions and fulfilling national education standards. So in the second stage (period 2030-2045) with the target of implementing good university governance with the expected final result is Unesa becoming one of the leading universities in several fields at the national level or entering the A rank or cluster in Indonesia.

To simplify and provide a clear focus on the short-term roadmap, it is necessary to set achievement targets, based on the vision, mission, goals and objectives of LDQA as follows:

1. Year 2020

- a. The fulfillment of lecturers' pedagogical competency standards as a requirement for their functional duties in teaching.
- b. The establishment of soft skills policies and standards to increase the hard skills (cognitive and psychomotor competencies) of graduates through a hidden curriculum.
- c. The stipulation of the revision of academic quality documents into internal quality documents (academic and non-academic) at the university level with a statement of quality that exceeds national higher education standards.
- d. Organizing lecture evaluations which include lecture preparation, lecture processes and lecture assessments in all undergraduate programs (D3 & S1) in Unesa.

2. Year 2021

- a. The realization of the policy on pedagogic competence requirements to teach prospective lecturers (new lecturers who do not have functional positions).
- b. The implementation of several courses that implement soft skills in the learning process as a pilot project in Unesa.
- c. Determination of the character of *IDAMAN JELITA* graduates to add hard skills and soft skills graduates through hidden curriculum.
- d. Implementation of curriculum evaluation at all levels of study programs in Unesa.
- e. The implementation of lecture evaluations which include lecture preparation, lecture processes and lecture assessments in all study programs within the Unesa environment.
- f. Realization of an independent campus curriculum for independent learning

- g. Realized cooperation in organizing AA and Pekerti
- h. Accreditation of Teacher Professional Education (TPE) study program by BAN-PT or LAM-PT.

3. Year 2022

- a. The implementation of several courses that implement values that shape character in the learning process as a pilot project in Unesa.
- b. The implementation of improving the quality of the curriculum and learning methods based on the input of alumni and graduate users
- c. Organizing programs and activities for the curriculum of 20 credits outside the industrial sector and 20 credits outside the community field
- d. The implementation of an independent campus curriculum for independent learning

4. Year 2023

- a. The establishment of an international-scale external quality evaluation system policy for several leading study programs.
- b. Availability of external quality document formulation regarding quality policy and external quality standards as well as evaluation instruments.
- c. There is no study program with C or B status by BAN-PT.

5. Year 2024

- a. Carrying out bench marking of several superior study programs with more advanced international universities.
- b. Determination of international quality external quality documents for superior study programs.
- c. Implementation of external quality audits on several leading study programs in Unesa.

6. Year 2025

- a. Supports Unesa on PTN-LE lines
- b. Unesa is in the performing stage based on stages that have been started based on the base line since 2020.
- c. Multi-source learning.
- d. Systemic digital data base.

The current condition of university rankings, which is one of the performance assessments of universities, has indicators that are used as references. Therefore, it is hoped that the university's environmental organs will be able to support this achievement. The indicators and sub-indicators are:

1. Improved governance of work units within the Directorate General of Higher Education
 - 1.1. Predicate GAPAS (Government Agency Performance Accounting System)
 - 1.2. Budget absorption
2. Increasing the quality of higher education graduates
 - 2.1. Percentage of graduates who are employed, further study or self-employed
 - 2.2. Application of off-campus credits
3. Improving the quality of curriculum and learning
 - 3.1. Implementation of Cooperation with partners
 - 3.2. Application of problem solving learning methods
 - 3.3. Have international accreditation
4. Increasing the quality of higher education lecturers
 - 4.1. Application of tri dharma in other campuses and industry practitioners

4.2. S3 qualification and competency certificate

4.3. Research outputs that have received international recognition.

Based on the indicators above, it is expected that all organizational performance of work units in higher education will lead to this. Based on the indicators and sub-indicators above, LDQA is obliged to donate the items above in the form of:

1. Optimization of budget and financial performance
 - 1.1. SOP implementation and performance evaluation
 - 1.2. Efficiency and budget focusing
2. Qualified college graduates
 - 2.1. Coordination with UCC (Unesa Carrier Center)
 - 2.2. Establish partnerships with other universities and the industrial world as well as the user community.
3. Accountable Curriculum and Learning
 - 3.1. Partnering with industry to develop curriculum
 - 3.2. Workshops and Development of modern learning methods, improve training lesson study and Character-Applied Approach
 - 3.3. Fulfillment of international accreditation criteria
4. Qualified lecturers
 - 4.1. Establish partnerships with other industries and universities
 - 4.2. Encouraging further study and competency testing
 - 4.3. Encouraging quality and industry-appropriate research

As stated above, the task of LDQA is to coordinate, implement, monitor, and evaluate learning development activities and quality assurance. So not all the indicators and sub-indicators above are the task of LDQA. But only a few, namely sub indicators 1.1., 1.2., 2.2., 3.1., 3.2., and 4.1. Thus, the LDQA roadmap in Figure 3 (Appendix) can be drawn up based on short and long term plans as follows:

1. Roadmap for LDQA Unesa Learning Development and Quality Assurance Institutions **Predicate GAPAS (Government Agency Performance Accounting System)**

GAPAS is a form of responsibility from the managers of government agencies in carrying out the accounting system. This system is an integration of the planning system, budgeting system and performance reporting system, which is in line with the implementation of the financial accountability system. In this case, each organization is required to record and report every use of state finances and their compliance with applicable regulations. GAPAS is derived from Presidential Instruction No. 7 of 1999 concerning Accountability of Government Agencies, which explains the obligations of each Government Agency as an organizing element to account for the implementation of main tasks, it is deemed necessary to report on the accountability of the performance of Government agencies. This is important to support the efforts of an honest, clean and reliable apparatus system. Unesa as one of the government agencies that organizes education needs to have the GAPAS predicate which is currently in the BB predicate. With the increasingly advanced financial system and planning using a SIM, it is hoped that the next 5 to 10 years will complete the Unesa GAPAS predicate which is supported by LDQA Unesa.

Budget Performance Value

The value of budget performance is the achievement of performance on the use of the Ministry/Agency budget as stated in the budget document. The value of budget performance is one of the public accountability for the performance displayed by a government agency. Budget performance reflects the feasibility of planning, and implementing programs and the performance of an institution. This means that the institution has a program planning pattern to translate and achieve its vision and mission through activities that are planned and can be implemented according to the budget and schedule that has been prepared. Unesa currently has a budget performance value of 80 which needs to be increased to explain to the public that the performance of planning and implementation can optimally achieve the goal of translating the vision and mission of the institution.

Number of Partner Schools

Partner schools are the main stakeholders for LDQA to provide learning experiences for Unesa education program students. The main role of partner schools is to provide Introduction to the Field of Schooling for students who regularly become the real place of teaching for educational students. But besides that, partner schools are also partners for lecturers in conducting research and community service to develop and implement scientific studies through research. Currently, the number of partner schools is sufficient, but the ratio is too large with the number of practical students, which is around 20 to 40 students in one school location. This condition is certainly not ideal to provide intensive guidance to students, for this reason it is necessary to add quality partner schools that meet academic requirements that can provide students with quality practical experience. The ideal ratio is between 10 to 15 students per school location. This ratio was conveyed by the principal and the civil servant teacher regarding the intensity of mentoring and the amount of time provided and owned by the school and the civil servant teacher.

Number of Partner Practitioners

In order to implement the Independent Learning program, apart from schools as the core business of education, partner practitioners are needed related to student scientific fields, such as banking, government institutions that are in line with student academic subjects, health centers, industry, trade, tourism and so on. So far, this partner practitioner has only been partnered with pure study programs, while education study programs can also take this program among other independent learning programs. Therefore, it is necessary to add partner practitioners to provide relevant learning experiences. The amount also needs to be adjusted to the number of students who need around 3,000 students who will take credits in paying independent learning.

Vinesa courses (virtual learning Unesa)

One of the learning needs in today's modern learning era is learning based on various sources that provide opportunities for students to explore and find problems and solutions in learning. This need can be met through the provision of virtual learning materials which currently at Unesa have been accommodated through Vinesa (UNESA virtual learning) which is a sub domain in SIAKADU (integrated academic administration system). Many benefits are felt by both students and lecturers when learning by utilizing Vinesa. But unfortunately not many courses at Unesa have Vinesa. Currently, there are 768 MK

registered in SPADA DIKTI. Therefore, it is necessary to encourage its development as well as to be facilitated by the manager in this case PPTI regarding ease of use, security and convenience, including the number and volume of servers that are able to serve lectures at the same time in large numbers. This is certainly a challenge that must be solved by LDQA in the future which of course requires cooperation with related parties.

Character Certificate

One of the tasks of learning development is the implementation of a conducive, fun and successful learning process to the maximum extent possible. This will be achieved if the lecturer as a learning facilitator can carry out learning in accordance with the nature of learning and follow the development of modern education science and technology about learning. These skills can be obtained through Pekerti training (Improvement of Basic Skills in Instructional Techniques) which aims to increase the competence and professionalism of lecturers in holding functional positions, especially pedagogical competencies. The current condition at Unesa is that not all lecturers have character certificates, so it needs to be encouraged to ensure that learning is more enjoyable for students. Some of the lecturers at Unesa have pure science backgrounds so they don't have the knowledge about learning development at all, so the gap is quite wide compared to lecturers from educational programs.

Applied Approach (AA) Certificate

Not different from the Pekerti program above, the AA program is a follow-up and deepening of the Pekerti program. This is important because it does not only repeat the material but also deepens and expands teaching skills starting from course reconstruction to evaluation. The current condition at Unesa is that the Pekerti program is a basic program aimed at novice lecturers while the AA program is intended for senior lecturers. This understanding is not completely wrong, but it is necessary to look at the substance, including the results of evaluation and monitoring of learning carried out by the Quality Assurance Center which is carried out every semester for lecturers of study programs which is carried out by sampling. Thus, it is expected that all lecturers have adequate instructional skills.

2. Roadmap Field of Professional Development for LDQA Unesa Educators

The development of the teaching profession is one of the tasks of LDQA in Figure 4 (Appendix) which handles many things related to the competence of educators. The current conditions with the demands and challenges faced, the field of professional development of educators has 2 centers, namely the center for training and development of the teaching profession and the center for the development of the teaching profession, which have their respective duties.

Training Development Center.

1. Selection of prospective school principals (Kindergarten, ES, JHS, SHS, VHS, Extraordinary School)
2. Strengthening school principals (Kindergarten, ES, JHS, SHS, VHS, Extraordinary School)
3. Strengthening school supervisors (Kindergarten, ES, JHS, SHS, VHS, Extraordinary School)
4. Village Apparatus Selection

5. Character Training – Applied Approach

Teacher Professional Education Center.

1. Pre-service Teacher Professional Education
2. Teacher Professional Education in Position
3. Improving the competence of SPK Teachers (Ex-International School of Education Cooperation)
4. East Java Teaching Program

Based on the description of the tasks above, the following short-term roadmap development plan will be presented as follows:

Years 2020-2021:

1. Expanding networks and collaboration with partner schools
2. Expanding networks and collaboration with partner education offices
3. Expanding networks and collaboration with *P4TK* and *LP2KSP* stakeholders and the like.
4. Expanding networks and cooperation with partner villages
5. Expanding networks and cooperation with Moral-AA partner stakeholders

Years 2022-2023:

1. Deepen insight and material about the main duties and authorities of the principal for the benefit of the selection of school principals
2. Deepen insight and material about the main duties and authorities of school principals and supervisors for the benefit of strengthening training
3. Deepen insight and material on the main tasks of village officials for the benefit of candidate selection.
4. Deepen insight and material on the main duties and authorities of university lecturers for the benefit of Moral-AA training

Years 2024-2025:

1. Strengthening partnerships and development with partner schools
2. Strengthening partnerships and development with partner education offices
3. Strengthening partnerships and development with *P4TK* and *LP2KSPS* stakeholders and the like
4. Strengthening partnerships and development with partner villages
5. Strengthening partnerships and development with Moral-AA partner stakeholders

3. Roadmap Field of Learning LDQA Unesa

As illustrated in the picture above, the Unesa LDQA Learning field in Figure 5 (Appendix) which consists of three centers each plays a role in optimizing the implementation of learning at Unesa, namely:

Learning Development Center:

1. Curriculum Development and Learning
2. Empowerment and strengthening of the curriculum team
3. Empowerment and strengthening of the e-learning team
4. Development of Learning Evaluation

2.

Learning Practice Management Center:

1. Practice Field Experience
 - a. Regular class education program students
 - b. International class education program students
 - c. TPE students
2. Introduction to the School Field
3. International student practice cooperation

Center for Character Education, Counseling Guidance and Psychological Services:

1. Character Education (General Education)
2. Coordination of Faculty Counseling Guidance
3. Inter-Faculty Psychology Services
4. Implementation of National and Institutional MPK

The Learning Development Center as a center tasked with developing learning includes curriculum, learning resources and learning assessments. In addition, he also has duties in the Field Introduction to Schooling (FIS) and FEP (Field Experience Practice) areas which provide students with field activities in accordance with their professional duties. In addition, P3 is also tasked with carrying out character development and Guidance and Counseling services that will equip students and graduates about character as educators and who become Unesa's mark, namely "Growing with Character". Based on the task review above, the following short-term roadmap development plan will be presented as follows:

Year 2020-2021:

- a. Regular curriculum restructuring towards Freedom to Learn - Merdeka Campus
- b. Completing Learning Resources (BAM, Vinesa)
- c. Implement FEP I & II and FEP
- d. Collaborating with partner schools (regular & international)
- e. Organizing National and International MPK
- f. Alignment of Learning Outcomes Assessment

Year 2022-2023:

- a. MBK curriculum implementation
- b. Network development, learning support capacity (PPTI)
- c. Carry out PLP (1 smstr), KKN/other forms outside the study program/PT
- d. Carry out industrial practices (1-2 semester) outside universities

Year 2024-2025:

- a. Build and develop an adaptive curriculum
- b. Carry out curriculum evaluation
- c. Developing research-based learning

The short-term roadmap is aimed at:

- a. examine the implementation of learning that has implemented the Independent Learning curriculum
- b. Submission of ideas to the public (stakeholders)
- c. Ensuring the quality of learning implementation
- d. Freedom to Learn - Merdeka Campus laboratory optimization

DISCUSSION

1. Roadmap for Learning Development and Quality Assurance Institutions

The challenges that will be faced by LDQA in the future as outlined above, both in the short and long term will certainly follow the dynamics that arise based on the development of science and technology as well as community/social developments that occur so that it is very possible for additions or subtractions to occur. However, at least as a form of accountability, it is necessary to draw up a development roadmap for the short and long term. The real challenge in the next five years is the dynamics of the independent learning program which is a field of study in accordance with the main functions of LDQA. The Independent Learning Program is a direction for future learning that focuses on improving the quality of human resources. Merdeka Learning is the beginning of the idea of improving the monotonous national education system. Merdeka Learning is one of the programs to create a happy learning atmosphere in schools, a happy, happy atmosphere for both students and teachers, therefore using the independent learning tag. The reasons behind this include many complaints from parents on the current national education system.

Merdeka Learning is a form of policy adjustment to restore the essence of the increasingly forgotten assessment. As an institution that is responsible for the development of learning, LDQA needs to develop and implement the independent learning program in the form of expanding partnerships with stakeholders that allow an independent learning process to occur in the field according to the policies of the ministry of education and culture. The partnership needs to be carried out in accordance with the industrial world, namely the education sector which means being in schools and training institutions that take care of learning and education. In addition, the opportunity for independent learning also needs to be facilitated through various learning methods that equip graduates with life skills to play a role in society in the future armed with critical thinking, creative thinking, communicative and collaborative thinking through models, strategies and learning methods that provoke thinking in that direction. The learning process also needs to be facilitated by qualified lecturers and mastering teaching competencies that are strengthened through Pekerti and AA training so that the learning process can attract and inspire students to learn.

2. Roadmap for the Professional Development of LDQA Unesa Educators

In line with the demands of the competence of educators who are increasingly advanced and developing, the demands for the development of the teaching profession are very important. Educators are no longer just having knowledge and then conveying the knowledge they have to others, but rather an effort to inspire people to want to learn. Thus, the demands of becoming an educator are getting higher and higher to the professional stage, namely someone who displays behavior and delivers and relies on his life for his professional duties. The demands of educators as professions need to receive development and coaching efforts which are one of the tasks of LDQA through the field of professional development of educators which are specifically located in the center of teacher professional education (TPE). TPE's challenges in the future will be sharper with the hope that TPE will be the last line of defense for efforts to maintain and improve the quality of teachers in Indonesia, therefore the pattern of recruitment, education and learning processes as well as the evaluation process must be strictly maintained through various program activities designed by LDQA.

One of LDQA's task areas through the centers is efforts to improve Human Resources (HR), as stated by the president that the current focus of development is the development of human resources for advanced Indonesia. One of the ways to do this is through various trainings in accordance with the assignment. As an institution engaged in the field of education, school affairs which include human resources for school principals and supervisors are the focus of LDQA to improve it through the training carried out. In addition, human resources in the form of village officials who work directly at the forefront of community services need to be selected using the right criteria and indicators. Because with the right selection, quality human resources will be obtained according to the adage "the right man in the right place". Therefore, the selection of village apparatus candidates with various procedures and criteria needs to be taken seriously. In the future, it is necessary to expand the scope and fields of this kind of work to help increase Indonesian human resources.

3. Roadmap for LDQA Unesa Learning Fields

Learning is the main study (core business) of an educational institution. Moreover, Unesa, which has adopted the motto one step ahead, needs to really focus on service efforts and improving learning. Besides being aimed at achieving optimal quality of learning outcomes, interesting learning needs to be created so that the learning process is fun and has a positive impact on all parties, both students and lecturers. The process of implementing quality learning needs to be guaranteed through the preparation of learning support components that are prepared in advance.

The LDQA learning field needs to prepare learning implementation tools that include a relevant curriculum, an interesting and optimal learning process that can achieve planned learning outcomes and appropriate learning evaluations. In addition, it is also necessary to prepare learning materials and materials that are in accordance with the demands of the development of learning needs that utilize information technology so that learning becomes more flexible and realizes independent learning. As one of the efforts to achieve the Learning Outcomes of educational program students is to carry out the introduction of the school field properly. To support this process, it is necessary to prepare civil servant teachers, principals and school systems that can equip students to achieve the highest degree in learning, namely achieving goals optimally. Cooperation needs to be formed and developed and all the needs for optimal implementation, including the assessment system, are prepared in order to obtain optimal results.

Education in the modern era is not only in the form of mastering a number of learning materials but also a number of soft skills needed in later life in the form of character education. Therefore, students need to be equipped with character education through the lecture process, both those that appear in the actual curriculum and hidden curriculum. In addition, lecture activities cannot be separated from individual problems in learning, therefore the LDQA learning field also needs to prepare counseling and psychological guidance services to provide assistance to students so that they can complete learning assignments without significant obstacles and can finish their studies on time.

CONCLUSION

Based on the research objectives and the formulation of the research problem presented at the beginning of this research report, the conclusions that can be conveyed are as follows:

1. The LDQA Roadmap has been prepared in the short term and long term to

accommodate and anticipate the challenges and opportunities that arise in the dynamics of achieving goals.

2. The roadmap for the field of professional development for LDQA educators has been prepared by accommodating the fields of study which are the main tasks and functions to answer the challenges of the future needs of the teaching profession.
3. The LDQA learning roadmap has been prepared by accommodating the fields of study which are the main tasks and functions to answer the challenges of current and future learning needs.

Based on the conclusions presented above, then the suggestions needed as material for mapping and analysis of the fields in LDQA Unesa are as follows:

1. Need internal cooperation with various parties around Unesa to achieve these short-term and long-term goals. The cooperation that needs to be established is with the Unesa Faculties, Postgraduates, *LPPM*, *PPTI*, Public Relations, Law, Planning and Cooperation as well as the academic and financial fields within Unesa.
2. It is necessary to increase cooperation with external parties who are institutionally closely related, namely the Directorate. Belmawa, directorate general of higher education, directorate general of TOEP, education office, related institutions in accordance with LDQA's main duties and functions.
3. Need to strengthen the information system to perform processing and service performance and students optimally.

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Appendix

Figure 1. LDQA organizational structure



Figure 2. LDQA road roadmap



Figure 3. LDQA roadmap



Figure 4. Roadmap for professional development of educators



Figure 5. LDQA learning field roadmap

