

# Improving the Quality of Human Resources and the Welfare of Lecturers through Lecturer Certification (A Literature Study and Direct Participation Observation)

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**Abstract:** This study aims to elaborate on improving the quality of human resources and the welfare of lecturers through a lecturer certification program. Lecturer certification is also very useful for the government in setting standards for lecturer qualifications in developing the Tri Dharma of Higher Education, namely Teaching, Research and Community Service. To achieve the goal of improving the quality of lecturers and improving the welfare of lecturers, lecturer certification is one of the most important ways in the higher education system in Indonesia. This study is an exploratory descriptive study with a Library study method and direct observation of the research problem. The results of the study indicate that lecturer certification allowances have a positive impact on improving the quality of lecturers and also improving the welfare of lecturers in increasing income for lecturers' living needs. It is hoped that this study can be a useful source of information for the government, the general public and other researchers in the future.

**Keywords:** Educator Certificate; Human Resources; Lecturer Certification; Lecturer Quality; Welfare

## 1. Introduction

Human resources (HR) are very important in an organization. The progress of an organization cannot be separated from the quality of human resources owned by the organization. Therefore, every organization must improve the quality of their human resources so that the organization continues to develop towards progress and global competition. In the current era of globalization, human resources are a very valuable asset in developing organizations, both profit-oriented and non-profit. Improving the quality of human resources is very important so that organizations can advance and compete with their competitors. Likewise with human resources lecturers in universities, both state universities (PTN) and private universities (PTS) throughout Indonesia. Currently, competition in the world of education is very tight where students and parents of students consider the quality of university lecturers to decide to study there.

One of the considerations for students in choosing a university as a place to study is the ratio of lecturers, the quality of lecturers, the comfort of the campus where they study and the number of alumni who have been proven to work and be successful in various fields in many companies. For this reason, universities must always improve the quality of the human resources of the lecturers they have so that they become the choice for students and their

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parents. Improving the quality of human resources among lecturers is a special concern. "The quality of humans, in this context lecturers, is the core of the quality of universities," said the Chancellor of Widya Mataram University (UWM Prof. Dr. Edy Suandi Hamid, MEc (LLDIKTI5Yogyakarta, 2022). This statement clearly requires that the quality of human resources of lecturers greatly influences the quality of universities.

Lecturers are one of the important elements in national development because lecturers are agents of change in the field of education. According to the Republic of Indonesia Law number 14 of 2005 concerning teachers and lecturers, lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. Lecturers are individuals who greatly determine the success of the education process, because it is from lecturers that the transfer of knowledge is carried out to students as learners.

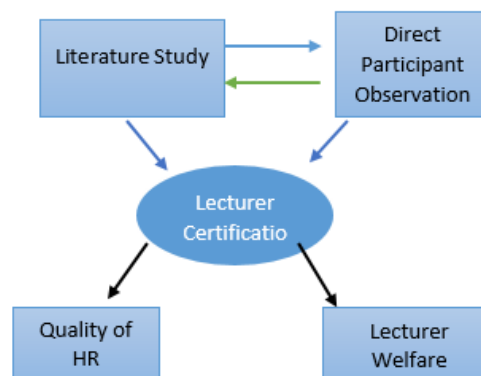
The government always tries to improve the quality of lecturer human resources through various policies, including through educator certification for lecturers who have met the specified requirements. To obtain a lecturer certification allowance (Serdos), lecturers must meet several requirements, including having a NIDN/NIDK, a minimum functional position of Assistant Expert, a minimum work period of 2 years, meeting the Lecturer Workload (BKD), the threshold value of the Basic Academic Ability Test (TKDA) and the English Language Ability Test (TKBI), and having a PEKERTI Certificate or Applied Approach

The results of the study (Sonia Piscayanti, 2015) stated that Lecturer Certification is a reward system in the form of an educator certificate for lecturers obtained through a series of assessments. Lecturer certification is a government effort to improve the professionalism of lecturers in the field of the tri dharma of higher education. For lecturers who have passed the certification, certification allowances are given which are expected to improve their performance in the fields of education and teaching, research and community service. The research conducted (Amruzziyad, Siti Nasroh, 2025) stated the same thing where Teacher and Lecturer Certification is one of the important policies in improving the quality of education in Indonesia. This policy aims to ensure that educators have adequate competence in accordance with national standards.

Improving the quality of human resources of lecturers greatly influences the quality of graduates of Higher Education because qualified lecturers will provide quality learning materials because they have also had a competency test in teaching. The government's goal in providing educator certification to lecturers is so that the quality and welfare of lecturers also increases. To obtain educator certification, a lecturer must pass several stages of competency tests such as the Basic Academic Ability Test (TKDA) and the English Language Ability Test (TKBI) which are indeed not easy. From the author's personal experience who has passed lecturer certification since 2019, competency tests in the fields of TKDA and TKBI are indeed

quite difficult, especially to pass the TKBI competency test is very difficult for non-English lecturers. Many lecturers fail when taking both TKDA and TKBI competency tests.

From several previous studies, the framework of thought in this study is a literature study from various previous research sources and direct participant observation on Lecturer Certification (Serdos) in improving the quality of human resources and lecturer welfare through lecturer certification with the following image:



**Figure 1.** Framework

## 2. Theoretical Study

### 2.1 Human Resources (HR)

Human resources (HR) are all individuals who work or contribute to an organization, be it a company, institution, or government agency. HR is the main driving force in achieving organizational goals, and is often considered the most important asset that needs to be managed and developed properly. According to (Nurhal et al., 2023) HR is not only a resource, but also a capital or asset of an institution or organization, because human resources are the company's greatest source of competitive advantage. The process of developing and managing human resources is one of the keys to the success of a company/organization in order to increase the competitiveness of the company/organization.

Human Resources (HR) are the potential contained in humans to realize their role as adaptive and transformative social beings who are able to manage themselves and all the potential contained in nature towards achieving welfare in a balanced and sustainable order (Kintamani DH, 2011). Human Resource Mapping in Higher Education is in principle an effort aimed at improving the quality of the quality of the higher education. According to (Kumala, 2022) To measure the quality standards of lecturers' work, there are five indicators that must be considered, namely; professional ability; professional efforts, suitability between time devoted to professional activities, suitability between expertise and work, and adequate welfare. One of the government's goals in providing lecturer certification allowances is to improve the welfare of lecturers.

## 2.2 Lecturer Certification

According to the research results (- et al., 2017) Certification based on Law No. 14 of 2005 concerning teachers and lecturers is the process of granting certificates by institutions determined by the government to educators who meet the qualification requirements. Research conducted (Ahmadi et al., 2023), with professional, competent, and qualified lecturers will facilitate the delivery of knowledge, so that what is conveyed to students can be accepted and developed according to their abilities with the chosen field of study. Educator certification is designed to improve lecturer performance. Improving lecturer performance is expected to improve the learning process and automatically improve the quality of education in line with national education goals (Ikka Kartika, Kursih Sulastriningsih, Arsita Pratiwi, 2015).

The government continues to strive to improve the quality of lecturers in the field of Tri Dharma of Higher Education, one of which is by providing educator certification as an appreciation for lecturer performance. Permen 47 of 2009 states that lecturer certification is the provision of educator certificates for lecturers. Lecturer certification is carried out through a competency test to obtain an educator certificate. The competency test is carried out through an assessment of portfolio documentation that represents academic qualifications and performance of Tri Dharma of Higher Education, a perceptual assessment from colleagues, students and the lecturer concerned about the ownership of pedagogical, professional, social and personality competencies and the lecturer's self-statement in developing their institution (Sonia Piscayanti, 2015). In addition to academic qualifications, lecturers must have 4 (four) competencies, namely professional competency, pedagogical competency, personality competency, and social competency, with evidence of obtaining an educator certificate (Saleh, 2014).

In the implementation of this educator certification selection, there are several stages that must be passed by participants until they obtain an educator certificate issued by the Ministry of Higher Education, Science and Technology with the following flow:



**Figure 2.** Sertos Flow

Source: Kemenristekdikti, 2025

From the flow above, it can be seen that to obtain a teaching certificate, a lecturer must go through a process and pass each process with a very strict and professional system.

### 2.3 Welfare

The purpose of people to work including a lecturer is to earn income to be able to support themselves and their families to improve their welfare at all times. Welfare is a state in which a person feels comfortable, peaceful, happy, and can meet their life needs. This includes physical, mental, social, and spiritual conditions, as well as the ability to achieve full potential. Welfare can also refer to the state of well-being of a society or country, which is characterized by good and satisfying conditions for all its residents. Economic well-being is the ability to meet financial needs, have decent jobs, and have access to economic resources.

Prosperous, according to the Great Dictionary of the Indonesian Language, refers to a safe, peaceful and prosperous situation. The essence of social welfare is a condition in which a society is free from the shackles of disbelief, poverty, ignorance, and fear so that it obtains a safe and peaceful life both physically and spiritually (Sukmasari, 2020). Social welfare is the whole of organized social efforts and has the main goal of improving the standard of living of the community based on its social context (Assa Riswan, 2022).

### 3. Research Method

This study uses a qualitative approach, as explained by (Sugiyono, 2016) that qualitative research is conducted in natural conditions, directly to data sources, and is dominated by words, not numbers, and the researcher is the key instrument. This research is descriptive exploratory, descriptive is used to explain problems or phenomena related to lecturer certification, while exploratory is used to conceptually describe how lecturer certification can improve the quality of human resources and also the welfare of lecturers. The nature of this research is descriptive analysis, namely the regular breakdown of the data that has been obtained, then an understanding and explanation are provided so that it can be properly understood by the reader (Lina, L. F., 2021).

According to (Sugiyono, 2010) said that, research method is a scientific way to obtain data with certain purposes and uses. The literature study method is carried out by searching for research data or information by reading scientific journals, reference books and publication materials available in libraries and the internet. Researchers use the library research method, namely by collecting information or scientific writings directed at the research object, or collecting theoretical references that are bibliographic, or research conducted to determine a fundamental problem solving, and then conducting critical and in-depth analysis of relevant library materials, including libraries and theoretical conceptual ideas (Sugiyono, 2019). According to research (Syafiril, 2019), the library research method is research by collecting materials and theories contained in the literature and other sources related to the problem being discussed. This study also uses direct Participant Observation techniques, where observations were made by researchers when gathering information from

lecturers who had received lecturer certification allowances and also direct experience as recipients of lecturer certification in 2019 (Mohdari et al., 2024).

## **4. Research Results And Discussion**

### **4.1 Literature Review Results**

Lecturers are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy, and meet other qualifications required by the higher education unit where they work, and have the ability to realize national education goals. This also indicates the existence of quality standards that must be possessed and achieved by lecturers in carrying out their profession. One of the government's efforts to improve the performance of teachers and lecturers is through the In-Service Lecturer Certification program (Sains et al., 2019). According to (Amruzziyad, Siti Nasroh, 2025) Certification is a process that aims to test and assess the competence of educators to meet the established standards. The same opinion was expressed by (Sonia Piscayanti, 2015) that lecturer certification is a reward system in the form of teacher certificates for lecturers obtained through a series of assessments. Lecturer certification is the government's effort to improve the professionalism of lecturers in the field of the tri dharma of higher education. The same opinion was expressed by (Nusantari, 2022) the government continues to strive to improve the quality of lecturers in Higher Education, one of which is by providing certification. Providing lecturer certification is not only an award but also an evaluation in the context of controlling the quality of education nationally.

Research results (ANDRI WAHYUDI, 2002) Lecturer certification or more popularly known as *Serdos* is one of the efforts made by the government to advance the world of education in Indonesia by improving the competence of lecturers. What is meant by Certification here is a process of granting educator certificates to lecturers by the Government after the lecturers have followed several assessment procedures as regulated and stated in Law No. 14 of 2005 concerning Teachers & Lecturers and stated in PP No. 37 of 2009 concerning Lecturers. The law also states that the academic qualifications that must be met by lecturers are graduates of master's programs for diploma programs or undergraduate programs, and graduates of doctoral programs for postgraduate programs (Saleh, 2014). Fulfillment of these standards should be a serious concern for Higher Education and also the Regulators that supervise them. There should be no Higher Education that violates these standards so that the quality of its graduates becomes better and is appreciated in the world of work and other professionals.

### **4.2 Direct Participatory Observation Results**

From several literature studies that are used as references, it can be seen that lecturer certification (*serdos*) is very beneficial for lecturers because it can increase lecturers' income

and spur lecturers' creativity in implementing the Tri Dharma of Higher Education, especially for lecturers at Private Universities (PTS) who have small basic salaries or even none at all depending on the PTS where they serve. If a PTS that already has a big name certainly has a large number of students, it can pay the lecturer's basic salary with a fairly large nominal amount, but for PTS with a small number of students, many lecturers whose basic salary is below the Provincial Minimum Wage (UMP) or do not get a basic salary at all. Income from this lecturer certification is an additional motivation for lecturers to work and can support the lecturer's very limited household kitchen.

According to (Anggreni, 2023) Lecturers as educated and skilled people have the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. Lecturers are responsible for the teaching and learning process, therefore in efforts to improve the quality of higher education, lecturers play a key role and position in the entire education process, especially in universities. Lecturers are one of the essential components in the higher education system in Indonesia. The role, duties, and responsibilities of lecturers are very important in realizing the goals of national education, namely to educate the life of the nation, and improve the quality of Indonesian human resources. The quality of human resources in question includes the quality of faith / piety, noble morals, mastery of science, technology, and art, in order to realize an advanced, just, prosperous, and civilized Indonesian society (Valentius Gara, Chamariyah, 2021). Law Number 14 of 2005 mandates that there are 3 tasks for lecturers according to the contents of the Tri Dharma. Namely: implementing education and teaching, research and community service and Improving and developing academic qualifications and competencies sustainably in line with the development of science, technology and art. The burden of lecturers' duties is unfortunately not balanced with motivation in the form of high salaries.

To obtain qualified lecturers according to national education standards, the government holds a selection of educator certification to filter lecturers so that the quality of education can be improved. In the implementation of this educator certification selection, there are several stages that must be passed by lecturers in order to obtain the educator certificate. This selection stage is indeed not an easy matter because it has several passing criteria that must be passed by educator certificate selection participants. The selection to obtain this educator certificate has several stages. The stages of the lecturer certification selection involve several steps, starting from filling in data to portfolio assessment by PTPS (Certification Assessment College) assessors. Eligible lecturers will fill in their personal data and portfolio online, then the portfolio assessment will be carried out by PTPS assessors.

From direct participation observations that the author has gone through, the following are the stages of lecturer certification selection in more detail as determined by the

government until the selection participants are declared to have passed and received a teacher certificate:

a. Data and Portfolio Filling:

- 1) Eligible lecturers will fill in their personal data and portfolio online through the Integrated Resource Information System (SISTER).
- 2) The data required includes validation of biodata, uploading passport photos, filling in the curriculum vitae, self-perception instruments, and compiling the Lecturer Self-Statement in the Tridharma Higher Education Performance (PDD-UKTPT).

b. Perceptual Assessment:

- 1) PSD PTU (Proposed Higher Education) will calculate the lecturer's perceptual value based on the data that has been inputted.
- 2) Perceptual assessment involves internal assessment by students, peers, superiors, and the lecturer himself.

This internal perception assessment by students, colleagues and superiors is one of the crucial points in the series of teacher certification selection processes. Many lecturers fail at this point because this assessment can be very objective or even subjective. Objective here means that the assessor is given absolute freedom to assess the lecturer participating in the teacher certification selection so that the value is in accordance with what is felt by the assessor, be it by students, colleagues and direct superiors. While subjective here means that the assessor sees who he assesses according to his wishes at that time, if he likes it then it will be assessed well and if the assessor does not like the selection participant then it will be given a bad score, to be able to PASS and PASS this assessment, the teacher certification selection participants need to speak well with the assessor and must get support to be able to get the best score.

c. Submission of Certified Lecturer (DYS):

- 1) PSD PTU will submit DYS to PTPS.
- 2) PTPS will carry out a DYS portfolio assessment.

d. Portfolio Assessment:

- 1) Portfolio assessment is carried out by PTPS assessors by considering various aspects, such as teaching competency, research and community service.
- 2) This portfolio assessment will determine DYS's graduation in lecturer certification.

e. Internal Judicial Exam:

- 1) PTPS will conduct an internal judicial exam to ensure DYS graduation.

f. Issuance of Educator Certificate:

- 1) After the internal judicial exam, DYS who are declared to have passed will receive an educator certificate.

In addition to the stages above, there are several important things that must be passed by educator certificate selection participants that are no less important and quite difficult to pass, namely the basic academic ability test (TKDA) and the Basic English Ability Test (TKBI) that need to be considered:

#### **4.3 Administrative Requirements:**

Lecturers who wish to take part in certification must have a NIDN/NIDK, a minimum academic position of Assistant Expert, and meet the minimum work period.

#### **4.4 Ability Test:**

Some universities may set additional tests such as the Basic Academic Ability Test (TKDA) and the English Language Ability Test (TKBI).

Based on direct participation observations, many participants in the teacher certification selection failed both of these tests, namely TKDA and TKDI. The combined score that must be achieved in order to pass is a minimum of 6.00 (TKDA and TKDI) with the formation of 4 TKDA; 2 TKDI, or other combinations as long as the total score is 6.00. Experience shows that those who PASS this teacher certification first are mostly English lecturers or lecturers who understand English.

After undergoing the entire series of lecturer certification selection tests, the final value of the test results will be calculated using the following formula:

Final Portfolio Value (NAP) is calculated using the formula:

$$NAP = 0.35NKAJF + 0.10NPD + 0.55NPDD$$

Description:

- a. Academic Qualification and Functional Position Value (NKAJF)
- b. Serdos Participant Perception Value (NPD)
- c. Lecturer Self-Declaration Value in the Tridharma of Higher Education Performance (NPDD)

Serdos participants are declared to have PASSED the Final Portfolio Assessment if  $NAP > 4.2$  (greater than four point two).

After undergoing a series of educator certification selections, Serdos participants are declared PASSED if they meet the criteria set by the government as follows.

- a. Passed the Perception Assessment,
- b. Passed the Lecturer Self-Statement assessment by the Assessor, and
- c. Passed the Final Portfolio Assessment

#### **4.5 Failed for 3 Participation Times**

Participants who have participated in the Serdos activity 3 (three) times and the results of their portfolio assessment state that they have not passed, then the participant is not allowed to participate in Serdos for the fourth time, unless they have gone through a coaching

process for 1 (one) year by PT. If the participant does not pass the fourth time they participate in Serdos, then the person concerned cannot participate in Serdos.

## 5. Conclusion

Educator certification is very important for lecturers to increase their income which is indeed not much. There are still many lecturers who receive salaries below the provincial minimum wage (UMP) and some do not even receive a basic salary from the campus where the lecturer serves. Educator certification is also very useful for the government in determining the qualification standards of lecturers in developing the Tri Dharma of Higher Education, namely Teaching, Research and Community Service. To achieve the goal of improving the welfare of lecturers and improving the quality of lecturers, educator certification is one of the most important ways in the higher education system in Indonesia.

The implementation of educator certification selection is expected to improve the quality of national education, especially higher education, with the existence of lecturers who are qualified to national standards, have integrity and are economically prosperous. From the results of literature studies and direct participant observations, this study concludes that there is a strong relationship between lecturer welfare and improving the quality of lecturers in carrying out their profession as educators in accordance with the function of lecturers. To improve the quality of higher education in Indonesia, the government must firmly enforce the rule that lecturers must have national and even international standards to be appreciated as lecturers by providing decent welfare for lecturers who have been standardized.

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