



## **Evaluation of Competency Achievement Levels of Lecturers at State Christian Religious Universities**

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### **ABSTRACT**

This study aims to evaluate lecturer competencies at State Christian Religious Universities (PTKKN) in Indonesia, focusing on pedagogic, personality, social, and professional dimensions. Lecturers from seven state Christian higher education institutions (HEI)—Ambon, Manado, Tarutung, Toraja, Palangkaraya, Kupang, and Sentani—were sampled, with 21 lecturers selected from each institution for a total of 147 participants. Mix-method research was employed, incorporating a questionnaire based on Perdirjen Number 2626 of 2023 for the quantitative analysis, which involved descriptive statistics to summarize the data. Qualitative data were gathered through online in-depth interviews with five lecturers from each institution, selected based on survey responses to ensure data saturation. Thematic analysis and data triangulation were used to provide a richer understanding of the quantitative findings. The study revealed that most lecturers are at Levels 1 and 2, demonstrating a basic understanding and application of pedagogical competencies but needing further development in evaluation, reflection, collaboration, and mentoring. Lecturers at Level 3 showed proficiency in evaluation and improvement, while Levels 4 and 5 exhibited advanced collaboration and expert mentoring skills. Challenges identified include additional workload and administrative responsibilities at lower levels and difficulties in engaging less experienced colleagues at higher levels. This study recommends enhancing development programs to improve foundational knowledge at Levels 1 and 2, reinforcing collaboration and mentoring at Levels 3 and 4, and addressing workload issues to support professional growth. Continuous professional development is crucial for improving educational quality and advancing lecturer competencies at Christian HEI.

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**ABSTRAK**

*Penelitian ini bertujuan untuk mengevaluasi kompetensi dosen di Perguruan Tinggi Keagamaan Kristen Negeri (PTKKN) di Indonesia, dengan fokus pada dimensi pedagogik, kepribadian, sosial, dan profesional. Sampel penelitian melibatkan dosen dari tujuh PTKKN—Ambon, Manado, Tarutung, Toraja, Palangkaraya, Kupang, dan Sentani—dengan 21 dosen dari masing-masing institusi, sehingga totalnya adalah 147 peserta. Penelitian ini menggunakan metode campuran, dengan kuesioner berdasarkan Perdirjen Nomor 2626 Tahun 2023 untuk analisis kuantitatif, yang mencakup statistik deskriptif untuk merangkum data. Data kualitatif dikumpulkan melalui wawancara mendalam daring dengan lima dosen dari setiap institusi, dipilih berdasarkan tanggapan survei untuk memastikan saturasi data. Analisis tematik dan triangulasi data digunakan untuk memberikan pemahaman yang lebih kaya terhadap temuan kuantitatif. Penelitian ini menunjukkan bahwa sebagian besar dosen berada pada Level 1 dan 2, yang mencerminkan pemahaman dan penerapan dasar kompetensi pedagogik tetapi memerlukan pengembangan lebih lanjut dalam evaluasi, refleksi, kolaborasi, dan pembimbingan. Dosen pada Level 3 menunjukkan kemahiran dalam evaluasi dan perbaikan, sementara Level 4 dan 5 menunjukkan keterampilan kolaborasi lanjutan dan pembimbingan ahli. Tantangan yang diidentifikasi meliputi beban kerja tambahan dan tanggung jawab administratif pada level yang lebih rendah serta kesulitan dalam melibatkan rekan-rekan yang kurang berpengalaman pada level yang lebih tinggi. Penelitian ini merekomendasikan penguatan program pengembangan untuk meningkatkan pengetahuan dasar pada Level 1 dan 2, memperkuat kolaborasi dan pembimbingan pada Level 3 dan 4, serta mengatasi masalah beban kerja untuk mendukung pertumbuhan profesional. Pengembangan profesional berkelanjutan sangat penting untuk meningkatkan kualitas pendidikan dan kemajuan kompetensi dosen di PTKKN.*

**KATA KUNCI**

Tingkat Kompetensi, Kompetensi Dosen, Perguruan Tinggi Keagamaan Kristen Negeri

## Introduction

Education is crucial in shaping future generations, fostering independence and creativity in learners to adapt to changing environments and societal demands (Mukti et al., 2023; Ulugbekovich, 2023). Higher education not only enhances academic skills but also builds solid character and values (Žalėnienė & Pereira, 2021). State Christian Religious Universities (PTKKN) play a unique role in integrating religious values with academic knowledge, promoting justice, tolerance, and mutual respect. They are pivotal in balancing religious diversity and social harmony, emphasizing spirituality and moral intelligence, and contributing to social change through interfaith dialogue and inclusive attitudes. The effectiveness of higher education at PTKKN relies heavily on the qualifications and excellence of its lecturers, particularly in vocational and technical fields. Lecturer qualifications significantly impact learning quality, student motivation, and achievement (Lucky & Yusoff, 2015; Ollie et al., 2023). Continuous professional development is essential for lecturers, who must not only deliver material but also act as facilitators and intellectual leaders. Enhancing skills in academic proficiency, interpersonal communication, and adaptability to new scientific developments is crucial for their effectiveness (Faizah et al., 2022; Hasanudin et al., 2023; Isaacs et al., 2021).

In the era of globalization, mastery of information technology and innovation skills has become essential for educators, complementing their academic expertise (Dakhi et al., 2020; Mardiana, 2020). To enhance the quality of education at State Christian Religious Universities (PTKKN), it is crucial to invest in training and professional development for lecturers. This aligns with findings from studies conducted at various universities, both internationally and domestically, that emphasize the importance of continuous professional growth in improving educational outcomes (Huy et al., 2023).

To improve the competency of lecturers at PTKKN, higher education institutions must focus on comprehensive professional development strategies (Vreuls et al., 2022). According to Law No. 14/2005 on Teachers and Lecturers, competence is defined as a blend of knowledge, skills, and behaviors that educational professionals must possess, encompassing four key dimensions: personality, social, pedagogical, and professional.

The personal dimension reflects a lecturer's integrity and ethics, while the social dimension emphasizes the ability to interact effectively with various stakeholders in the educational environment (Abdullah & Jasmi, 2014, 2016; H. Lee & Yang, 2013; Noor et al., 2020; Qurtubi, 2023). The pedagogical dimension involves the capability to design and implement effective learning strategies, and the professional dimension highlights the importance of continuous self-development and active participation in scholarly activities. This legal framework ensures that educators are not only experts in their subject matter but also ethical leaders and effective facilitators of learning (Undang-Undang Republik Indonesia Nomor 14, 2005).

In order to support Merdeka Belajar policy, improving the competency model of educators is a must. Directorate General of Teachers and Education Personnel Regulation No. 2626 of 2023 emphasises the importance of pedagogical competence, personality competence, social skills and also professional competence as the main dimensions in improving educator competence (Direktorat Jenderal Guru dan Tenaga Kependidikan, 2023). Analysis of the lecturer competency model in line with the guidelines of the Directorate General of Teachers and Education Personnel emphasises the need to improve skills to meet the demands of the times, especially in mastering educational technology in line with Merdeka Belajar's vision. Collaboration between universities, government and educational practitioners is needed in the preparation and implementation of an up-to-date competency model to support educational transformation.

High lecturer competence not only improves the learning experience of students, but also contributes significantly to national education goals. Research shows that lecturers' competencies positively influence their performance, which can motivate students and increase their satisfaction with the learning process (Di Battista et al., 2022; Opatha, 2020; Tahir & Rinantanti, 2018).

Christian faith-based institutions like PTKKN must ensure that their lecturers continuously improve their competencies. Lecturers should stay updated with the latest developments in their fields and integrate Christian values into their teaching. PTKKN focuses not only on academic knowledge but also on shaping students' character according to Christian values, with lecturers guiding the development of morals, ethics, and spiritual attitudes. (Abolarin & Babalola, 2020; Q. Liu et al., 2021).

The development of educator competencies is an important issue in education that continues to be researched. Research shows that educator competencies are directly related to improved student learning outcomes (Ismail et al., 2018; Paignon et al., 2022; Wells-Beede et al., 2023). The focus is on educators' pedagogical, personality, social skills and also professional competence. Pedagogical competence is related to the design and management of learning, while personality and social competence are related to the formation of positive relationships and inclusive learning environments. Previous research has also highlighted the impact of technology in improving educators' competencies, which include access to resources, teaching efficiency and learning innovation (Mardiana, 2020; Udu et al., 2021).

One of related studies on lecturer competence is "Industry 4.0 Competencies among Lecturers of Higher Learning Institutions in Malaysia" by Kowang et al, which assessed five key competencies: Information and Communication Technology (ICT), organisational learning, innovative management, environment and continuous improvement. This study found that lecturers in Malaysia have high competencies in ICT and organizational learning as well as innovative management, indicating a good integration of technology and innovative practices in learning (Kowang et al., 2020). This research provides a theoretical and practical basis for the development of better training programs for lecturers. This study also indicates that the aspect of environmental literacy needs further attention. It calls for the need to integrate sustainability concepts into the curriculum and teaching practices, in order to prepare students with a deep understanding of social and environmental responsibility.

Another related study is "The Effect of Lecturers' Competency on Students' Satisfaction through Perceived Teaching Quality" by Suwarni et al, focusing on the four competencies stipulated in Act No. 14 of 2005: pedagogical, personality, social and professional. The results of this study shows that high lecturer competence has a positive impact on student satisfaction through perceived teaching quality (Suwarni et al., 2020). Pedagogical competence increases student engagement, while personality and social aspects create a supportive learning environment. Professional competence also plays an important role in student satisfaction through clear material and commitment to self-development.

In line with Suwarni's, 'An Analysis of Early Childhood Education (ECE) Lecturers' Competencies and Skills for Inclusion in 2 Selected Teachers' Colleges of Zimbabwe' by Nkomo also assessed the pedagogical and andragogical competencies and information and communication technology (ICT) skills of ECE lecturers in Zimbabwe (Nkomo, 2022). The focus of the study was on the use of these skills in the context of inclusive learning. Nkomo's show shows that Early Childhood Education (ECE) teachers lack competence in managing inclusive learning. These deficiencies are evident in the understanding and application of effective pedagogical and andragogical approaches and the integration of appropriate learning methods, which negatively affects the quality of teaching in diverse

classrooms. The research also found that lecturers' skills in using Information and Communication Technology (ICT) are low, which hampers the effectiveness of teaching and the accessibility of materials for students with special needs. It calls for an urgent need for the development of training programs to enhance lecturers' competencies in inclusive pedagogy and the use of ICT to improve the quality of education in ECE colleges in Zimbabwe.

The study by Novita and Yulianti entitled "The Effect of Social Competence and Professional Competence on Performance Appraisal of Lecturers at Dharma Andalas University Padang" found that the social and professional competence of lecturers had a direct effect on their performance appraisal (Novita & Yulianti, 2020). This study highlights the importance of competence development in improving the quality of education at Dharma Andalas University. These findings underpin human resource development policies in higher education, encouraging more training programs for lecturers to strengthen social and professional skills in order to improve learning experiences and performance outcomes.

The aim of this study is to evaluate the competency achievement levels of lecturers at State Christian Religious Universities (PTKKN), focusing on four key dimensions: pedagogical competence, personality competence, social skills, and professional competence. The study provides recommendations for improving these competencies, which are vital for enhancing the quality of higher education. Lecturer competency is central to educational quality, directly influencing student motivation and achievement (Damanik, 2019).

This present study addresses a research gap at PTKKN by assessing lecturer competencies, particularly the integration of religious values and character development. The novelty of this article lies in its new approach, considering the needs of the digital era and current regulations, providing contextual and practical guidance for improving religious higher education.

This topic is important because lecturer competency directly impacts the quality of higher education, including student motivation and achievement. At PTKKN, lecturers are responsible not only for academic instruction but also for character building based on religious values. This study addresses the limited research on integrating religious values and educational technology into lecturer competencies at PTKKN. Furthermore, the digital era demands continuous improvement in pedagogical, personal, social, and professional competencies in line with current regulations. This research provides practical recommendations to support the development of high-quality lecturers at PTKKN.

This study contributes to knowledge by enriching the discourse on lecturer competencies, particularly at PTKKN, which has been underexplored in the context of integrating religious values and educational technology. The findings offer a novel approach to developing lecturer competencies across four key dimensions, providing a valuable reference for improving the quality of religious higher education in Indonesia.

Previous research highlights the importance of lecturer competency in student outcomes and satisfaction (Novita & Yulianti, 2020; Suwarni et al., 2020), yet there is limited focus on PTKKN, especially in integrating religious values and educational technology. This study explores these areas, providing recommendations based on current regulations. Finally, the study addresses the need for professional development in information technology and innovation management (Kowang et al., 2020).

## Method

This study employed a mixed-method design to evaluate the competency achievement levels of lecturers at State Christian Religious Universities (PTKKN), focusing on four key dimensions: pedagogical competence, personality competence, social skills, and professional competence. The mixed-method design integrated both quantitative and qualitative data to provide a comprehensive understanding of lecturer competencies, with quantitative data offering generalizable findings and qualitative data providing depth and context.

The study involved lecturers from seven PTKKN institutions in Indonesia: IAKN Ambon (22 lecturers), IAKN Manado (24 lecturers), IAKN Tarutung (34 lecturers), IAKN Toraja (22 lecturers), IAKN Palangkaraya (22 lecturers), IAKN Kupang (35 lecturers), and STAKPN Sentani (21 lecturers). These institutions were selected due to their status as the only state Christian religious universities under Christian Guidance (Bimas Kristen), making them pertinent for this research. The population consisted of all lecturers in the Christian Religious Education Program at these PTKKN institutions. A purposive sampling method was used to include 21 lecturers from each institution, resulting in a total sample size of 147 lecturers. This sample size ensured that the data collected was representative of the population of lecturers at each institution.

For the quantitative approach, a survey was conducted using questionnaires based on instruments from Perdirjen Number 2626 of 2023, which were developed and adapted to the specific context of PTKKN to ensure relevance. A high response rate was targeted to ensure representativeness, with sampling based on the number of lecturers in each institution to achieve equal representation. Quantitative data was analyzed using statistical methods, including descriptive analysis to summarize the data. The qualitative component involved online in-depth interviews with selected lecturers. Informants were chosen based on their survey responses, focusing on different levels of competency as indicated in the questionnaire. Five informants from each institution were selected, following the principle of data saturation. Qualitative data was analyzed through data triangulation to ensure reliability and validity, and thematic analysis was employed to identify key themes and patterns within the interview data, providing a rich, contextual understanding of the quantitative results.

The research was conducted from October to November 2023. Findings were interpreted to develop a comprehensive model of lecturer competence at PTKKN and assess differences in competencies based on identified factors. The study aimed to contribute to the enhancement of lecturer competencies at PTKKN and support policy development in state Christian religious universities. The primary data collection instrument was a competency assessment based on Perdirjen Number 2626 of 2023, designed to evaluate the four key dimensions of lecturer competence. Indicators were categorized into five levels: Level 1 assessed basic understanding, Level 2 measured basic proficiency, Level 3 evaluated intermediate proficiency, Level 4 reflected advanced competency, and Level 5 represented expert-level mastery. Measurement tools included structured questionnaires and detailed assessment rubrics aligned with these competency levels, ensuring a thorough evaluation of lecturer competencies and alignment with the specific context of PTKKN.

## Result and Discussion

### Key competences of HEI lecturers

Higher education has a vital role in preparing qualified human resources who are ready to compete in the era of globalization. One of the key elements that determine the quality of higher education is lecturer competence. These competencies include pedagogic, personality, social and professional competencies demonstrated by lecturers in the learning process. The results of this study are presented in the form of a diagram that illustrates the distribution of lecturers' competencies based on the four competencies.

#### *Pedagogic Competence*

Lecturers' pedagogical competence is one of the crucial elements in ensuring the quality of learning in higher education. This competence includes the ability of lecturers to design, implement and evaluate effective and efficient learning processes. Lecturers who have high pedagogic competence can provide a more meaningful learning experience and encourage improved student learning outcomes. The results of this study are presented in the form of a diagram illustrating the distribution of lecturers' pedagogic competence based on several key indicators.

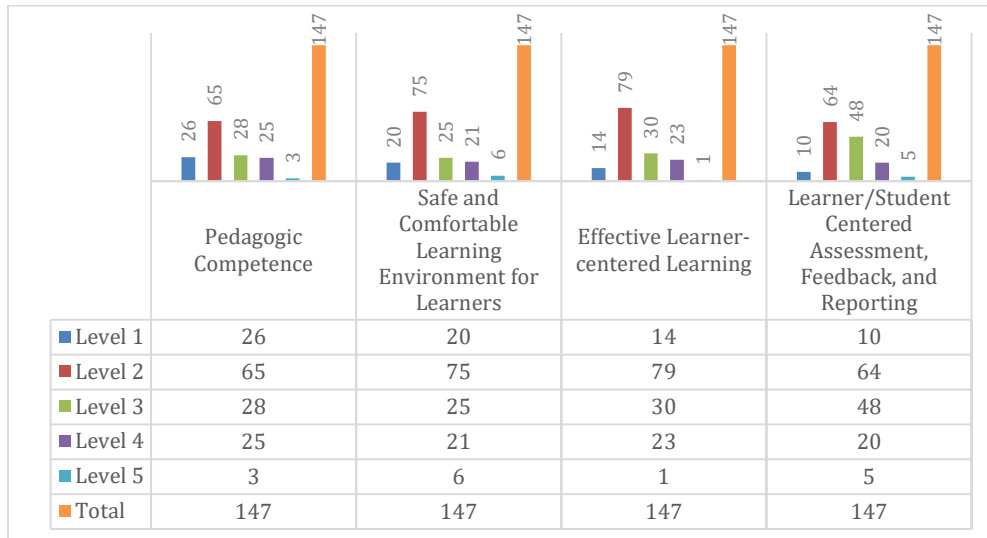


Figure 1. Pedagogic Competence Diagram

#### *Personality Competence*

Lecturers' personality competence is an important aspect that contributes significantly to the quality of higher education. This competence includes the ability to have a stable personality, noble character, wise, authoritative, and a role model for students. Personality competence is realised through reflection in the fulfilment of lecturer duties in accordance with the professional code of ethics and oriented towards students. The following diagram provides a visual representation of the distribution of lecturers' personality competence in PTKKN:

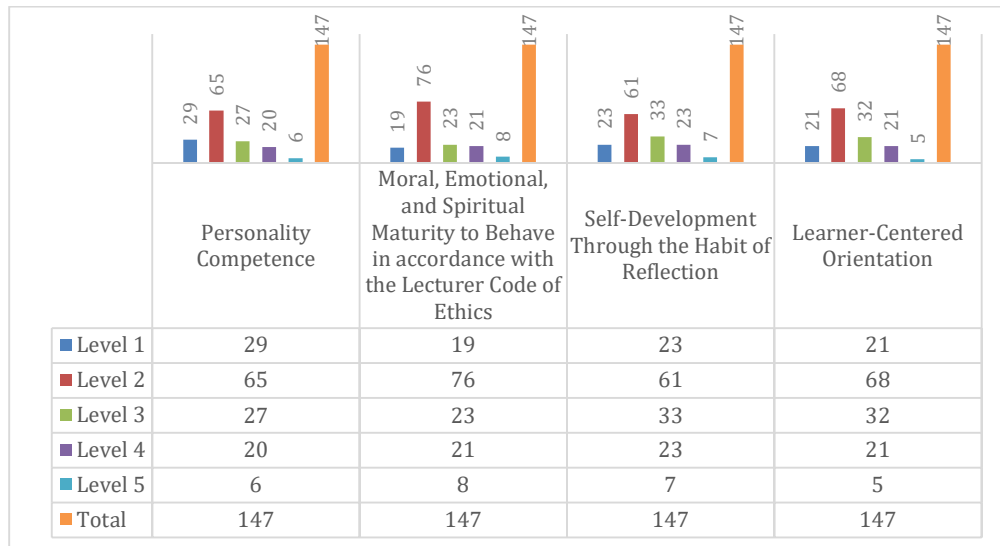


Figure 2. Personality Competence Diagram

*Social Competence*

Social Competence is the ability of lecturers to effectively interact with others, fostering positive relationships and promoting a collaborative atmosphere within the academic environment. This competence encompasses communication skills, empathy, cultural sensitivity, teamwork, and the ability to manage conflicts constructively. Social competence is essential in creating an inclusive and supportive learning environment, where students and colleagues feel respected and valued. The following diagram presents the research findings regarding the distribution of lecturers' social competence.

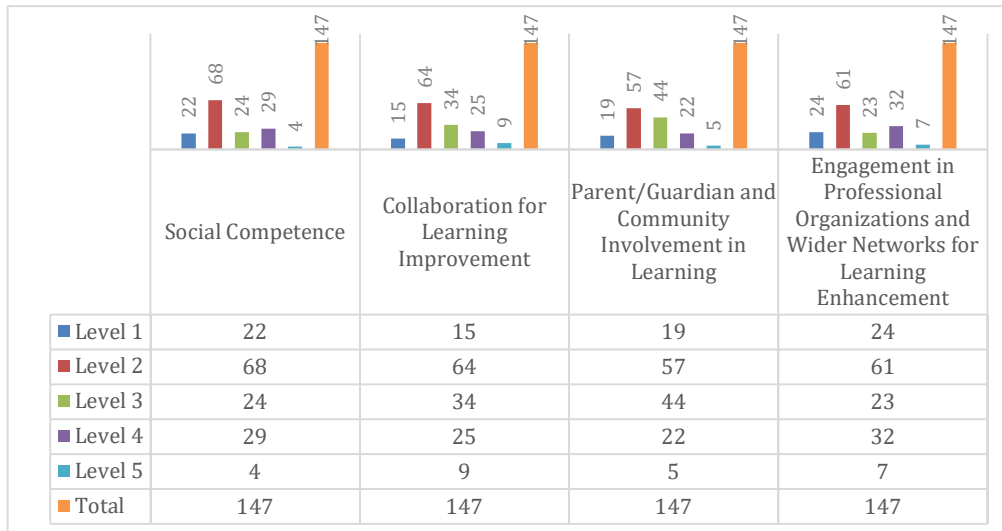


Figure 3. Social Competence Diagram

*Professional Competence*

Professional competence is a vital aspect that significantly affects the quality and outcomes of teaching and learning in higher education. These competencies encompass the knowledge, skills, and expertise that lecturers possess in their respective fields,



enabling them to deliver content effectively and foster critical thinking among students. This study aims to assess and evaluate the professional competence of lecturers at Christian University, focusing on how these competencies contribute to academic performance and the overall learning experience. Data was gathered through surveys completed by both lecturers and students, which were then analyzed using descriptive statistical methods. The findings are presented in the form of a chart that illustrates the distribution of lecturers' professional competence based on key indicators: learning content, Characteristic and learning Methods of Learner ang alos Curriculum and how to use.

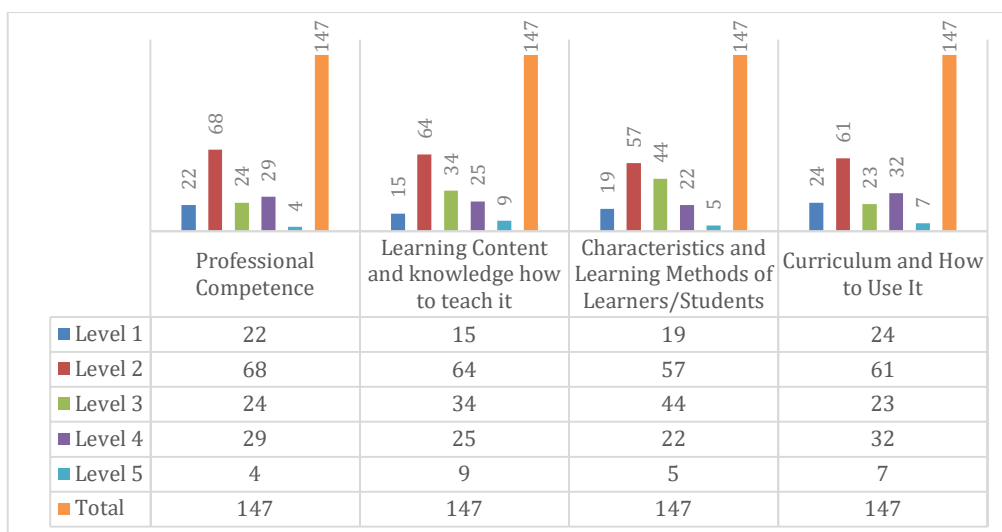


Figure 4. Professional Competence Diagram

### Analysis of Pedagogic Competence Research Results Based on Perdirjen 2626 Year 2023

The analysis of pedagogic competence distribution among lecturers, based on Perdirjen 2626 Year 2023, reveals a range of competency levels: Level 1 (28 lecturers), Level 2 (65 lecturers), Level 3 (28 lecturers), Level 4 (25 lecturers), and Level 5 (3 lecturers). Pedagogic competence includes managing learner-centered learning, which involves understanding, applying, evaluating, collaborating, and guiding strategies for creating a safe and effective learning environment.

Lecturers at Level 1 have a foundational understanding of safe learning environments and basic strategies, aligning with constructivist theory, which emphasizes building knowledge from foundational concepts. Level 2 lecturers apply basic strategies effectively, demonstrating practical skills necessary for classroom management, consistent with Karuppiyah's emphasis on the real-world application of learned strategies (Karuppiyah, 2021). Level 3 lecturers can evaluate and refine strategies, reflecting Schön's concept of reflection in action, crucial for improving teaching practices (Tan, 2020). Level 4 lecturers demonstrate advanced competence by collaborating with peers, reflecting Vygotsky's theory of social interaction in professional development development (Cassevens & Stansbury, 2023; Sizikova & Kudryavtsev, 2023). Finally, Level 5 lecturers mentor others, showing high expertise and leadership, consistent with Kram's mentoring theory which highlights the role of guidance in professional growth (Mullen et al., 2022).

Qualitative insights from interviews reveal that the majority of lecturers are concentrated at Levels 1 and 2, suggesting a need for improvement in evaluation and collaboration skills. Lower-level lecturers often cite being overwhelmed by additional campus duties, such as administrative tasks, report preparation, and promotion requirements, which detract from their ability to focus on pedagogic development (Winoto, 2022). Conversely, those at higher levels attribute their success to personal initiative and ongoing self-directed learning, often through engagement in external academic communities or additional training activities. This discrepancy indicates that while some lecturers have reached Levels 3 and 4, with a few attaining Level 5, there is a significant need for leadership development programs and targeted training. Enhancing collaboration among lecturers, promoting reflective practice, and addressing the administrative burdens faced by lower-level lecturers could improve overall pedagogical competence (Judiani, 2011).

### ***Safe and Comfortable Learning Environment for Learners***

The interviews reveal that most respondents are at Level 2, where they effectively implement strategies for creating a safe and comfortable learning environment, including establishing positive classroom atmospheres and managing behavior. Approximately a quarter of the respondents are at Level 3, focusing on evaluating and refining these strategies, reflecting ongoing efforts to enhance learning environments (Cruz et al., 2020; Stanton et al., 2016). However, the limited number of respondents at Level 4 highlights a need for improved peer collaboration, which is essential for sharing best practices and developing better strategies (Choi et al., 2020). The scarcity of respondents at Level 5 indicates that peer mentoring is an underdeveloped area, despite its crucial role in advancing colleagues' skills and confidence. According to Emotional Intelligence Theory, effective mentoring requires strong emotional skills (Kastberg et al., 2020). Challenges faced by lecturers in progressing from Level 1 to Level 2 often include limited resources or excessive administrative duties, while the transition from Level 3 to Level 4 may be hindered by insufficient collaboration opportunities. Achieving Level 5 is particularly challenging due to the lack of formal mentoring roles and programs. Overall, while significant progress has been made in implementing strategies for safe learning environments, improvements in evaluation, collaboration, and mentoring are necessary to advance pedagogical competence.

### ***Effective Learner-centered Learning***

Based on the data analyzed using the Perdirjen 2626 Year 2023 framework, the distribution of understanding levels for learner-centered learning is as follows: Level 1 (Basic Understanding) – 14 participants, Level 2 (Implementation) – 79 participants, Level 3 (Evaluation and Improvement) – 30 participants, Level 4 (Collaboration) – 23 participants, and Level 5 (Mentoring) – 1 participant.

The majority of participants are at Level 2, indicating that they are capable of implementing learner-centered learning techniques but have limited engagement in evaluation, collaboration, and mentoring (Ryan et al., 2023). At Level 1, only 14 participants demonstrated basic understanding, which, according to interview results, is due to insufficient training or orientation (Goldfarb et al., 2023).

The predominance of Level 2 reflects successful implementation, yet a lack of in-depth understanding of evaluation may hinder learning outcomes (Cyiza & Maniraho, 2022; Lukmanulhakim & Pusporini, 2018). The limited number of participants at Level 3, 30 in total, highlights challenges in evaluating and designing improvements. Interviews reveal that some participants struggle with the evaluation process (McCallum & Milner, 2021).

With only 23 participants at Level 4, collaboration remains a challenge. This level is crucial for enriching the learning process through peer perspectives (Newman & Latifi, 2021). The very low number at Level 5, just 1 participant, indicates a significant gap in mentoring. This is an essential component of professional development, as interviews suggest a lack of experience in providing effective mentoring (Tan, J. P. L., Caleon, I. S., Koh, E., & Auyong, 2020).

Overall, while there is considerable success in implementing learner-centered learning, there is an urgent need to enhance evaluation, collaboration, and mentoring. Integrating current educational theories and best practices could significantly improve the effectiveness of learner-centered learning.

### ***Learner/Student Centered Assessment, Feedback, and Reporting***

The research findings indicate varying levels of understanding and application of Learner/Student Centered Assessment, Feedback, and Reporting among education practitioners. The majority (65) were at Level 2, showing they have started implementing these principles, though often in a basic or limited manner. This aligns with Lipsch-Wijnen & Dirkx, who emphasize the importance of effective feedback in improving student outcomes (Lipsch-Wijnen & Dirkx, 2022). However, challenges such as limited resources or inadequate training could explain why many are still at this level.

Only 10 respondents were at Level 1, highlighting a significant gap in the fundamental understanding of learner-centered assessment. According to Black & Wiliam, this foundational understanding is critical for successful implementation, suggesting that without it, educators may struggle to apply and evaluate these practices effectively (Black & Wiliam, 1998).

At Level 3, 48 respondents are engaged in evaluating and refining their assessment methods, a positive sign of progress. Guskey supports this approach, noting that continuous evaluation leads to better educational outcomes (Guskey, 2002).. However, the relatively low number of respondents at Levels 4 (20) and 5 (5) points to a lack of collaboration and leadership in advancing these practices. Interviews revealed that collaboration is often hindered by a lack of structured opportunities for peer interaction, while leadership in guiding these practices is limited, as noted by Sellars (Sellars & Imig, 2021).

Overall, while there is progress, particularly in implementation, the findings suggest a need for enhanced training, professional development, and leadership to move more educators towards deeper understanding and higher levels of application.

### **Analysis of Personality Competence Research Results Based on Perdirjen 2626 Year 2023**

The research on Personality Competence based on Perdirjen 2626 Year 2023 reveals a varied distribution of competence levels: Level 1 (29 participants), Level 2 (65 participants), Level 3 (27 participants), Level 4 (20 participants), and Level 5 (6 participants).

Level 1 participants exhibited a basic understanding of moral, emotional, and spiritual maturity, focusing on self-development through reflection and learner orientation. This foundational understanding aligns with Cheng, who emphasize the need for further training to advance competence (Cheng et al., 2020)..

Level 2 participants demonstrated the use of strategies to manage their maturity, reflecting real efforts to integrate understanding into practice, as noted by Gambo & Shakir (Gambo & Shakir, 2021).. However, interviews revealed that many participants at this level struggled with consistent application due to workload and limited mentoring opportunities.

Level 3 participants not only applied strategies but also evaluated and improved their practices, aligning with Okumura on the importance of continuous improvement in education (Okumura, 2023). Interviews highlighted that those at this level often sought external resources and peer feedback, aiding their progress.

Level 4 participants engaged in collaboration with peers, reflecting Vygotsky's collaborative theory (Newman & Latifi, 2021). This level's success was often tied to institutional support for teamwork, allowing for collective growth in managing moral, emotional, and spiritual maturity.

Level 5 participants mentored others, demonstrating leadership and deep conceptual understanding, as described by Goleman in Leasa (Leasa et al., 2017). These participants were often self-motivated and had strong networks for professional development.

Overall, the distribution suggests a need for targeted professional development, particularly in enhancing peer collaboration and mentorship, to advance more educators to higher levels of competence.

### ***Moral, Emotional, and Spiritual Maturity to Behave in accordance with the Lecturer Code of Ethics***

Based on the data collected regarding moral, emotional, and spiritual maturity in adherence to the lecturer code of ethics, participants are distributed across five competency levels per Perdirjen 2626 Year 2023: 19 at Level 1, 76 at Level 2, 23 at Level 3, 21 at Level 4, and 8 at Level 5. This distribution reflects varying degrees of understanding and application of ethical principles within the academic environment.

Level 1 (19 participants): Participants at this level show a basic understanding of the importance of ethical maturity, but it remains inconsistent. Limited initial training and awareness may contribute to this gap (Goodman, 2015). Interviews reveal that administrative burdens often hinder deeper engagement with ethical development.

Level 2 (76 participants): The majority of participants demonstrate behaviors reflecting moral and spiritual maturity, though this application is often superficial and formalistic (Kenny et al., 2019; Quartiroli et al., 2023). Interviews suggest that ethics is integrated into practice, but not yet fully internalized.

Level 3 (23 participants): Participants at this level actively evaluate and plan for behavioral improvements based on ethical maturity (Huriyudin, 2021). However, time constraints and limited support are noted as challenges (Tan, 2020).

Level 4 (21 participants): Collaboration among peers in applying ethical behavior is evident at this level, fostering a supportive professional culture. However, such collaboration is often confined to small groups and does not extend widely across the academic community (Bali, 2015; Ponti, 2013).

Level 5 (8 participants): A few participants lead and mentor others in ethical practices, highlighting the need for stronger leadership development in ethics. Interviews indicate these individuals are self-motivated but lack formal leadership training (Spendlove, 2007).

Overall, while there is progress in the application of the lecturer code of ethics, further efforts are needed to enhance basic understanding, evaluation, collaboration, and ethical leadership across all levels.

### ***Self-Development Through the Habit of Reflection***

The results of the study on self-development through the habit of reflection showed a varied distribution among the five levels of understanding and application, according to the framework of Perdirjen 2626 Year 2023. The findings show that of the total participants, the majority were at Level 2, 51 people, indicating that they had already

applied the habit of reflection in their self-development. The following is an analysis and discussion of the research results based on the established levels.

At Level 1, which includes 13 people, it appears that a small number of participants only understand the importance and benefits of the habit of reflection in self-development. This shows that although they realise that reflection has value, they have not fully engaged in its practice. Research by Asfeld suggests that an initial understanding of reflection is the first step towards deeper professional development (Asfeldt & Stonehouse, 2021). However, understanding the benefits of reflection alone is not enough to bring about real change without consistent application.

Level 2 is the level with the highest number, 51 people, indicating that most participants have started applying the habit of reflection in their lives. This reflects that they have translated their understanding into daily practice. According to Dewey in Laguex, the application of reflection in practice is key to active learning and personal development (Lagueux, 2021). The participants at this level seem to have been able to integrate reflection into their routines, although it may still be in its early stages.

At Level 3, there were 23 people who evaluated their practice and designed improvements in their reflection habits. This shows progress from mere application to critical evaluation and continuous improvement. According to Kolb (1984) in "Experiential Learning: Experience as the Source of Learning and Development", self-evaluation and improvement are important parts of the deep learning cycle (Kolb, 1984). Individuals at this level demonstrate more complex understanding and a commitment to continuous development.

Level 4 involved 13 people collaborating with peers in the application of the habit of reflection. Collaboration is an important stage where individuals not only practise reflection on their own but also work with others to improve the reflection process collectively. The theory of collaboration in learning, as outlined by Vygotsky in "Mind in Society", emphasises the importance of social interaction in cognitive development and learning (Castro, 2023; VYGOTSKY, 2019).

Finally, Level 5 shows 7 people guiding peers in cultivating self-development through the habit of reflection. This reflects the most advanced stage where individuals not only practise and evaluate their reflection but also lead and guide others in this process. According to Wenger in "Communities of Practice: Learning, Meaning, and Identity", the role of mentors in communities of practice helps to expand the culture of reflection and enhance collective capabilities (Wenger, 1998).

Overall, the distribution of participants across different levels shows that many individuals have initiated and applied the habit of reflection in their self-development, with some already entering the evaluation, collaboration and mentorship stages. This suggests that while there is still room for growth, the habit of reflection has started to gain a significant place in self-development practices. This research reinforces the importance of constantly encouraging evaluation, collaboration and mentorship in developing a productive culture of reflection in various professional and personal contexts.

### ***Learner-Centered Orientation***

In analyzing data related to learner-centered orientation based on Perdirjen 2626 of 2023, the distribution reveals significant variation: Level 1 (21 participants), Level 2 (68 participants), Level 3 (32 participants), Level 4 (21 participants), and Level 5 (5 participants). At Level 1, participants have a basic understanding of learner-centered principles but have not yet actively applied them. According to Deci and Ryan's Self-Determination Theory, understanding learners' fundamental needs is a crucial initial step (Goldfarb et al., 2023; Haydon & Masthay-Bermudez, 2022). Interviews reveal a lack of further training as a key factor.

Level 2 includes 68 participants who integrate these principles into their teaching routines. Hattie suggests that consistent application of these principles can enhance learning effectiveness (Lipsch-Wijnen & Dirkx, 2022). However, interviews indicate a need for deeper reflection to fully address learners' needs.

At Level 3, 32 participants not only apply these principles but also evaluate and refine their practices in line with formative assessment concepts (Black & Wiliam, 1998). This deep reflection and ongoing improvement demonstrate maturity, but continued support is needed.

Level 4, with 21 participants, shows active collaboration with peers, aligning with Wenger's community of practice theory (Wenger, 1998). This collaboration strengthens broader application across schools. Finally, Level 5, with 5 participants, reflects educators who mentor peers to enhance learner-centered practices, as described by Siangchokyoo's transformational leadership theory (Siangchokyoo et al., 2020).

The analysis highlights progress in applying learner-centered principles but also underscores the need for ongoing support and training to advance more educators to higher levels of understanding and application.

### **Analysis of Social Competence Research Results Based on Perdirjen 2626 Year 2023**

Based on the data obtained from the research on social competence, the distribution of results showed that most participants were at Level 2 (70 people), followed by Level 4 (34 people), Level 1 (25 people), Level 3 (15 people), and Level 5 (3 people). This assessment follows the framework of Perdirjen 2626 Year 2023 which divides social competence into five levels based on understanding and applying collaboration strategies in an educational context.

Analysis of this data illustrates participants' level of social competence in the context of collaboration, which is an important component in improving learning quality, parent/guardian engagement and participation in professional networks. The findings show that the majority of participants are at Level 2, where they have started to use collaboration strategies to improve learning and community engagement but have not yet reached the stage of evaluating or improving these strategies. This is in line with previous findings that the implementation of collaboration strategies is often limited to the early stages of implementation and is not yet fully mature in terms of evaluation or further development (Mejia-Trujillo & Smith, 2022).

Level 1, which included 25 participants, showed that they only understood the concept of collaboration but had not applied it practically. Research by Harris and Graham (2023) underlines the importance of moving from theoretical understanding to practical application to ensure the effectiveness of collaboration strategies in improving learning.

A small proportion of participants were at Level 3, reflecting their ability to evaluate and design improvements to collaboration strategies. This suggests that while there is an understanding of the importance of evaluation and improvement, only a minority are able to conduct in-depth evaluations. According to Sheng, continuous evaluation and improvement are key to improving the effectiveness of collaboration strategies in educational contexts (Sheng, 2024).

Only three participants reached Level 5, which means they mentored peers in implementing collaboration strategies. This shows that the ability to mentor and facilitate peers in collaboration is still very rare. Research by Lee states that the ability to mentor peers is a key indicator of leadership in effective collaborative practice, and is the result of deep experience and mastery in collaboration strategies (J. Lee et al., 2020).

Overall, these data indicate that despite an understanding and initial application of collaboration strategies, there is still a need to improve skills in evaluation, improvement

and mentoring in the context of collaboration. This highlights the need for more targeted professional development programs to support the development of higher levels of social competence in line with Perdirjen 2626 Year 2023 standards.

### ***Collaboration for Learning Improvement***

Based on the data obtained regarding collaboration to improve learning quality, the distribution of participants in various levels of understanding and application of collaboration can be described as follows: Level 1 is 13 people, Level 2 is 59 people, Level 3 is 17 people, Level 4 is 49 people, and Level 5 is 9 people. This analysis was conducted using the framework of Perdirjen 2626 Year 2023, which divides the understanding of collaboration into five main levels.

From the data, the majority of participants were at Level 2, which shows that they have already collaborated to improve the quality of learning. This illustrates a fairly good level of awareness and action in collaboration practices, but there is still room for further improvement. According to Self-Determination Theory, effective collaboration requires autonomy, competence and connectedness, which underlie the intrinsic motivation to collaborate more productively (Wehmeyer et al., 2003).

At Level 1, there were 13 people who only understood the function of collaboration. This indicates a gap in the actual application of collaboration that requires further intervention. An approach based on Emotional Intelligence Theory can help understand the importance of emotional skills in building effective working relationships (Leasa et al., 2017).

Level 3 shows that 17 people have reached the stage of evaluating and designing improvements in collaboration strategies. This is an important step to ensure that the collaboration strategy implemented is not only carried out but also improved and enhanced. According to research by Kopina, continuous evaluation and improvement are key to successful and sustainable collaboration in educational contexts (Kopina, 2020).

Level 4 with 49 people sharing good practices indicates a positive culture of learning and sharing among peers. These sharing practices are in line with the Community of Practice theory (Wenger, 1998), which emphasizes the importance of sharing knowledge and experiences to strengthen learning communities.

Finally, at Level 5, there were 9 people who mentored peers in collaboration strategies. This indicates a high level of maturity in collaborative leadership. Distributed Leadership theory (Zakeer Ahmed et al., 2016) supports that collaborative leadership can strengthen the quality of learning by involving various parties in the leadership and decision-making process (Murphy & Costa, 2015).

Overall, this data shows that despite significant progress in implementing collaboration, there are still challenges that need to be addressed especially at the level of understanding and evaluation. A more structured and theory-based implementation of collaboration strategies and best practices can further improve the quality of learning in educational settings. Recent research has also shown that an asset-based approach to collaboration can strengthen participation and learning outcomes (Ambarita & Siahaya, 2023; Blewitt et al., 2020).

### ***Parent/Guardian and Community Involvement in Learning***

Based on the research findings regarding parent/guardian and community involvement in learning using the Perdirjen 2626 Year 2023 framework, the distribution of participants at various levels of involvement is as follows: Level 1 (44 individuals), Level 2 (46 individuals), Level 3 (23 individuals), Level 4 (30 individuals), and Level 5 (4 individuals). At Level 1, 44 individuals only understand the importance of parent and community involvement without active participation. This understanding is a crucial first step towards deeper involvement (Y. Liu et al., 2020). At Level 2, 46 individuals begin to

implement basic strategies for involving parents and communities, supporting the theory that practical involvement can enhance educational outcomes (Prakhov et al., 2020). Level 3, with 23 individuals, involves evaluating and designing more effective strategies, consistent with continuous improvement theory, which emphasizes the importance of evaluation for strengthening engagement (Bush-Mecenas, 2022). At Level 4, 30 individuals collaborate with peers to create a more comprehensive approach, showing that collaboration among educators strengthens engagement efforts (Postholm, 2016). At Level 5, 4 individuals mentor peers in effective engagement strategies, reflecting transformational leadership theory's emphasis on the importance of mentoring and motivating others (Siangchokyoo et al., 2020)

The analysis reveals that most individuals are still at the basic understanding and initial involvement stages, with few advancing to evaluation, collaboration, and mentoring. This may be due to additional workload and lack of training in effective engagement strategies, as highlighted in interviews with lecturers. Improvements should focus on enhancing evaluation, collaboration, and mentoring to achieve more effective engagement.

### ***Engagement in Professional Organizations and Wider Networks for Learning Enhancement***

Based on research data following Perdirjen 2626 of 2023, faculty involvement in professional organizations shows varied competency levels. At Level 1, 35 individuals (24.3%) demonstrate a basic understanding of the importance of such involvement. These faculty members are beginning to recognize how participation in professional communities can enhance their competence and teaching quality (Demir, 2023)

At Level 2, 64 individuals (44.4%) actively engage in professional organizations, applying their knowledge and skills in real contexts to improve learning quality (Hargreaves, 2003; De Simone, 2020). Level 3, with 13 individuals (9%), reflects those who critically evaluate their roles to optimize their involvement (Kowang et al., 2020; Tan, J. P. L., Caleon, I. S., Koh, E., & Auyong, 2020)

Twenty-eight individuals (19.4%) are at Level 4, collaborating with peers to maximize their roles in professional organizations. This collaboration is crucial for strengthening professional networks and expanding influence (VYGOTSKY, 2019). Finally, 7 individuals (4.9%) at Level 5 guide colleagues in enhancing their roles within professional organizations, promoting a sustainable professional culture (Zunidar et al., 2022).

The distribution reveals that most faculty are at Level 2, indicating extensive active engagement. However, fewer individuals reach Levels 4 and 5, highlighting potential for further development in collaboration and mentorship. Interviews suggest that lower-level faculty face time constraints and administrative burdens, while higher-level faculty benefit from personal initiative and external academic involvement. Enhancing engagement at higher levels could significantly improve overall learning outcomes.

### **Analysis of Professional Competence Research Results Based on Perdirjen 2626 Year 2023**

Based on the research findings related to professional competencies classified into five levels based on Perdirjen 2626 of 2023, an in-depth analysis can be conducted to understand the conditions and competency development needs of the educators. The data shows that of the total sample, 22 people are at Level 1, 68 people at Level 2, 24 people at Level 3, 29 people at Level 4, and 4 people at Level 5.



At Level 1, 22 people demonstrated a basic understanding of learning content knowledge and how to teach it. They also understand learner characteristics that affect learning as well as curriculum components and their use in designing learning designs. At this level, educators have only reached the early stages of mastering professional competencies, which is in line with Myran theory of early professional development that emphasizes the importance of basic content mastery as a foundation for further development (Myran & Masterson, 2021).

Level 2 had the largest number of 68 people, indicating the ability to use understood knowledge to design learning designs. This reflects a progression from understanding to application, which is consistent with Kolb's framework of the learning cycle that emphasizes the application of knowledge in practice. At this level, educators are able to apply content knowledge and teaching strategies more effectively in lesson planning (Kolb, 1984).

Level 3 consists of 24 people who demonstrate the ability to evaluate and design improvements to the use of content knowledge, teaching methods, and lesson design. At this level, educators not only apply knowledge but also critically reflect on their practice. This is in line with Schön's in Tan reflective theory, which emphasizes the importance of reflection in improving the quality of professional practice (Tan, 2020).

Level 4 includes 29 people who are able to collaborate with peers in using knowledge and designing learning designs. This ability demonstrates progress in collaborative skills that are critical in modern educational contexts. According to Vygotsky, collaboration and social interaction play an important role in the development of professional competence, enabling educators to broaden perspectives and improve the quality of learning design through discussion and feedback (VYGOTSKY, 2019).

Level 5 shows the least number, 4, who have reached the stage of mentoring peers in the use of knowledge and learning design. This reflects the highest level of competence, where educators not only apply and evaluate but also transfer knowledge and skills to others. Professional leadership theory supports the importance of the leader's role in facilitating professional development through guidance and mentoring (Myran & Masterson, 2021).

This distribution of professional competencies indicates a significant need for further development at various levels. Notably, the number of educators at Levels 1 and 2 suggests the need to focus on improving basic understanding and practical application. In addition, efforts to improve collaboration and mentorship should be strengthened to enable more educators to reach Levels 4 and 5. This is in line with recent findings in the education literature that emphasize the importance of continuous professional development to improve educational quality (Walker & Jensen, 2024)

### ***Learning Content Knowledge and How to Teach It***

The results of the study using the framework of Perdirjen 2626 Year 2023 show the distribution of understanding and application of learning content among lecturers as follows: Level 1 (15 people), Level 2 (64 people), Level 3 (34 people), Level 4 (25 people), and Level 5 (9 people).

Lecturers at Level 1 only have basic understanding without in-depth implementation or evaluation capabilities, in accordance with Piaget's theory of constructivism which emphasizes the importance of initial understanding (Habsy et al., 2023). The number of lecturers at this level is relatively small, indicating that most have passed this stage. Most lecturers (64 people) are at Level 2, where they can apply knowledge in practice, in accordance with Dewey's principle of pragmatism. (Lagueux, 2021; Wosniak et al., 2021). This indicates progress from basic understanding to practical application. A total of 34 lecturers were at Level 3, demonstrating evaluation and improvement capabilities,

supporting Schön's reflective theory and research by Wisniewski (Tan, J. P. L., Caleon, I. S., Koh, E., & Auyong, 2020; Wisniewski et al., 2020). At Level 4, 25 lecturers collaborated in a teaching context, in line with Vygotsky's theory of collaboration (Patfield et al., 2022; VYGOTSKY, 2019). Finally, 9 lecturers at Level 5 demonstrated the ability to mentor colleagues, in line with Fullan's theory of educational leadership (Berkovich, 2016; Sellars & Imig, 2021).

This distribution shows significant variation in lecturers' learning characteristics and methods, with most being at Level 2, which indicates practical application of knowledge, while a small proportion at Levels 4 and 5 indicates maturity in collaboration and mentoring. This phenomenon provides important insights into areas that need more attention in professional development and learning strategies. The analysis shows that the main challenge for lecturers at Levels 1 and 2 is the lack of opportunity to develop deeper evaluation and reflection skills, while lecturers at Levels 4 and 5 experience constraints in transferring collaborative skills into wider practice. Interview data supports that additional workload and administrative responsibilities are often a barrier to progress for lecturers at lower levels.

### ***Characteristics and Learning Methods of Learners/Students***

The research data, analyzed using the Perdirjen 2626 Year 2023 framework, shows a varied distribution of respondents: 19 at Level 1, 37 at Level 2, 44 at Level 3, 22 at Level 4, and 3 at Level 5.

Level 1 (19 respondents): These educators have basic knowledge of learner characteristics, aligned with Gardner's multiple intelligences theory. Their limited practical experience often hinders effective application (Gardner, 1983).

Level 2 (37 respondents): Educators here start applying their knowledge in the classroom, reflecting Vygotsky's zone of proximal development (VYGOTSKY, 2019). They face challenges in consistent application due to diverse classroom dynamics.

Level 3 (44 respondents): These educators evaluate and plan improvements, engaging in Schön's practical reflection (Tan, 2020).. Time constraints and institutional pressures often limit sustained progress.

Level 4 (22 respondents): Collaboration with peers is key here, in line with Wenger's Community of Practice (1998). However, such collaboration is often informal and not fully institutionalized (Wenger, 1998)..

Level 5 (3 respondents): These mentors embody Brown's Transformational Leadership (2019), excelling in both application and peer development. Their rarity suggests the need for more structured mentorship programs (Brown et al., 2019)..

Most educators are at Levels 2 and 3, transitioning from theory to practice but facing barriers like time, resources, and institutional support. The lower numbers at Levels 4 and 5 highlight the need for stronger collaboration and mentorship.

### ***Curriculum and How to Use It***

Based on research on curriculum understanding and use Perdirjen 2626 Year 2023, competency levels among educators are distributed as follows: 24 at Level 1, 81 at Level 2, 23 at Level 3, 32 at Level 4, and 7 at Level 5 (Direktorat Jenderal Guru dan Tenaga Kependidikan, 2023).

Level 1 (24 educators): These educators only grasp basic curriculum components, likely due to inexperience. As Darling-Hammond, notes, while foundational understanding is essential, lack of practical application hinders quality learning (Darling-Hammond et al., 2005).

Level 2 (81 educators): They can design learning experiences, indicating progress in applying curriculum knowledge. Kokotsaki emphasize the need to translate this

knowledge into effective learning designs, yet many in this group reported lacking confidence in refining their designs (Kokotsaki et al., 2016).

Level 5 (7 educators): These few educators excel in guiding peers and leading curriculum development, acting as change agents, but face challenges in engaging less experienced colleagues (Sellars & Imig, 2021).

The majority are clustered at Levels 2 and 3, reflecting basic application and some evaluative skills but highlighting gaps in advanced competencies such as collaboration and leadership. These findings underscore the need for targeted professional development to address these critical areas.

Thus, the findings of this study differ from previous research, which focused more on the deficiencies in lecturers' competencies in inclusive teaching, the use of ICT, and the impact of social and professional competencies on performance appraisals. Previous studies, such as those conducted in Early Childhood Education and at Dharma Andalas University, emphasized pedagogical approaches and the use of technology, while this study highlights the integration of religious values and character development within the context of PTKKN. This research also identifies challenges faced by lecturers at PTKKN in achieving basic and intermediate competencies due to administrative burdens and limited opportunities for professional development, underscoring the urgent need for professional growth in areas such as evaluation, collaboration, and mentoring. By considering the specific needs of PTKKN lecturers and the demands of the digital era, this study provides practical recommendations for enhancing competencies in religious higher education based on religious values.

## Conclusion

This study evaluated the competency achievement levels of lecturers at State Christian Religious Universities (PTKKN), focusing on four key dimensions: pedagogical competence, personality competence, social skills, and professional competence. The findings revealed that most lecturers were at Levels 1 and 2, indicating a basic understanding and application of pedagogical competencies, with a need for further development in evaluation, reflection, collaboration, and mentoring. Lecturers at Level 3 demonstrated abilities in evaluation and improvement, while those at Level 4 exhibited advanced collaboration skills. Level 5 represented high-level expertise in mentoring and leadership.

On the application of knowledge and curriculum, lecturers at Level 1 understood only basic curriculum components, while those at Level 2 could design learning experiences. Level 3 involved evaluation and refinement, Level 4 showed collaboration capabilities, and Level 5 reflected expertise in mentoring. The study highlighted a clear need for further development, particularly at the basic and intermediate levels, and in areas such as collaboration and mentoring. Lecturers at Levels 1 and 2 frequently encountered obstacles like additional workload and administrative responsibilities, limiting opportunities for developing evaluation and reflective skills. Those at Levels 4 and 5 faced challenges in engaging less experienced colleagues.

The study recommends strengthening development programs focusing on enhancing foundational understanding and application of knowledge at Levels 1 and 2, as well as reinforcing collaboration and mentoring to support progression to Levels 4 and 5. Professional development programs should address the specific challenges faced by lecturers at various competency levels and facilitate improvement in key areas such as evaluation, reflection, collaboration, and mentoring. Overall, continuous professional development is crucial for improving the quality of education at PTKKN and supporting lecturers in achieving higher levels of competency.

This study had limitations in terms of the sample size (147 lecturers from seven PTKKN), the short research duration (October-November 2023), and the limited number of in-depth interviews, which affected the depth of the data and the generalizability of the findings. However, the results open prospects for further development in lecturer competency development programs at PTKKN, particularly in the integration of educational technology and religious values. Future research could expand the sample, use a longitudinal approach, and explore challenges and strategies for competency development at various universities, potentially leading to more effective training policies to enhance the quality of education in Indonesia.

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