

The Impact of Level of Education, Teaching Experience and Gender on Professionalism and Performance: The Case Study of Universitas Muhammadiyah Palembang's Academic Teaching Staffs

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Abstract

This study investigates the impact of education level, teaching experience and gender on professionalism and performance of academic teaching staffs at the University of Muhammadiyah Palembang. In 2017, there are 431 academic teaching staffs across seven faculties and one graduate study program as the population study and the sample size is 355 respondents. This study uses survey research method to collect the data using closed-ended questionnaire. Professionalism is measured using the certification status and the performance is measured using the number of publication during the last three years. Education level is measured using the degree qualification such as master degree, doctoral degree and professorship. Teaching experience is measured using the length of teaching experience and the gender is measured as sex status such as male and female academic teaching staffs. The data is analysed using ordinary least square (OLS). The result shows that there is a significant impact of education level, teaching experience and gender on professionalism and performance of academic teaching staffs.

Keywords: education level, teaching experience, gender, professionalism, the performance of academic teaching staff

1. Introduction

Law No. 14/2005 on Teachers and Lecturers and Regulation of the Government of the

Republic of Indonesia Number 37 of 2009 on Lecturers explains the main task of lecturers has mentioned that lecturers are educators with the main task of transforming, developing and disseminating science, technology, and art through education, research and community service. Based on the main task of the lecturer above it is clear that the teaching, research, and community service or called Tri Dharma Perguruan Tinggi demands the lecturer for its implementation. It can be used as a parameter to describe the performance of both quantity and quality of lecturers in certain disciplines. One important factor affecting the quality of higher education is a qualified lecturer. Whatever the form of university management, the main objective is to improve the performance of both the quantity and the quality of the lecturers continuously, because the final stage of the quality of college performance is determined by the quality of collective performance of each member of the academic community, including lecturers.

Robbin (2006) states that performance is a measure of what to do and what employees do not do. According to Mangkunegara (2005), performance or performance comes from the word job performance or actual performance is the work in quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him. Based on the above understanding, then the performance is what is done or the work achieved by the lecturer both quantity and quality is seen from teaching, research and community service.

Education and teaching are the main pillars of Tri Dharma Perguruan Tinggi because education and teaching are very important for a college. With the education and good teaching of universities can produce the next generation of people who will make this nation. Education and teaching have been applied in every college in Indonesia because it is not a college name if there is no education and teaching in it.

The second Dharma is research. This research should uphold the other two dharma. Research is needed to apply and develop science and technology. Only with the research of lecturer science will increase and grow, because by doing research lecturers will find something new to contribute additionally to the world of knowledge that is occupied. The science developed as a result of education and research should be applied to community service so that people can utilize and enjoy certain scientific and technological advances.

In this study the performance focus to research, because education and teaching are always higher than research, this is supported by the results of research (Roza, 2015). The Muhammadiyah University of Palembang is part of educational institutions in which there are lecturers who carry out Tri-Dharma Higher Education. At this time the number of lecturers of Muhammadiyah University of Palembang is as much as 431 In terms of research, UMP lecturers in 2016 has conducted as many as 46 titles of research and from the results of the study as many as 21 titles that have been published in the journal, 5 titles in accreditation journals and 22 international Journal.

According to (Mathis & Jackson, 2011) the factors that affect performance include individual variables and situational variables. Individual variables include education, age, gender, length of service and other characteristics. While situational variables include physical factors of

work and social factors of the study. The resulting research cannot be separated from the predicate of professionalism of the lecturer. The government has recognized the existence of lecturers as professionals, this can be seen in article 3 of Law no 14 of 2005 on Teachers and Lecturers. Article 3 Paragraph (1) explains "Lecturer has a position as a professional officer in higher education level which is appointed in accordance with the legislation. The professionalism of the lecturer is evidenced by the existence of an educator certificate or certification, as described in paragraph (2). The recognition of the position of the lecturer as professional as referred to in paragraph (1) is proved by the educator's certificate.

The Muhammadiyah University of Palembang, until 2017, has a lecturer who has a certificate of education. With the certification, lecturers are expected to improve the better performance so that the improvement of education quality will run in a better direction as well. The position of a lecturer as a professional as referred to in Article 3 paragraph (1) serves to improve the dignity and role of lecturers as learning agents, developers of science, technology, and art, and service to the community to improve the quality of national education. Of course, to get a certificate of educators, in addition to taking the exam and pass the competency test, a lecturer must have academic qualifications of educators. For lecturers, the minimum academic qualification that must be possessed to become lecturers is a minimum of master's degree. At this time, the lecturer of the Muhammadiyah University of Palembang has fulfilled the minimum requirements.

The performance of lecturers in an educational institution is an interesting factor to be examined for five reasons. First, the lecturer is the spearhead for the success of teaching and learning process, without qualified lecturers and willing to sacrifice impossible a teaching and learning process can produce quality learners. Second, lecturers not only play a role in transferring knowledge to students but provide examples of attitudes, behaviors, and personality. Third, the quality of lecturers' performance is not final and can not be improved, because the lecturer as a human always grows and changes dynamically. Fourth, the performance of lecturers who are not supported by professional competence then the process of teaching and learning cannot proceed smoothly as expected. Fifth, lecturers are required to have academic qualifications, competence, certification of educator, physical and spiritual health and ability to realize national education objectives (Article 8, UUGD No. 14/2005). The purpose of this research is to know and analyze (1) the influence of education, work experience, and gender affect the professionalism of lecturer at Muhammadiyah University of Palembang, (2) the influence of education, work experience, gender and professionalism influence the performance of lecturer of Muhammadiyah University of Palembang.

2. Literature Review

2.1 Performance

Robbins (2006) states that performance is a measure of what to do and what employees do not do. According Mangkunegara (2005) job performance comes from the word job performance or actual performance is the work in quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him. The performance of lecturers is one of the determinants of the success of the teaching and

learning process in universities. Prawirosentono (1999) states that there is a close relationship between individual performance and company performance. The statement indicates that if the performance of lecturers is good, then the performance of universities will also be good. (Rivai, 2004) defines performance as a real behavior that everyone displays as work performance generated by employees in accordance with their role in the company (organization). Based on these definitions, the performance of lecturers is the actual behavior shown by a lecturer at the work achievement that is produced according to his role as the academic functional personnel.

Simanjuntak (2005) defines performance is the level of achievement of results or the implementation of certain tasks. Based on the definition of the performance of lecturers is the level of achievement of results or execution of a lecturer's duties in carrying out their duties and responsibilities as an academic functional staff in a study program. While Sudarmayanti (2009: 144) interpret the performance (individual) is how a person performs his work or performance. Performance words describe that individual performance can be seen from the spirit or seriousness of the individual in carrying out the tasks assigned to him. Based on the definition of the performance of lecturers is the activity of a lecturer carry out their work or performance. The performance of lecturers can be seen from his spirit in carrying out the duties of the college tri dharma which is charged to him.

Prawirosentono (1999) provides performance limits as a result of work that can be achieved by a person or group of people within an organization, in accordance with their respective powers and responsibilities in order to achieve the objectives of the organization concerned legally, not violating the law and in accordance with the norms or ethics. Based on the definition of the performance of lecturers is the work achieved by a lecturer, in accordance with the authority and responsibility of each in order to achieve educational objectives legally, not violating the law and in accordance with the norm or ethics.

Mathis and Jackson (2011) there are three factors to measure individual worker performance, ie expended effort, individual ability and organizational support. These individual abilities include talent (talent), interests (interests) and individual characteristics. These individual characteristics include education, experience, employment, and gender. According to Robbin (2006) and Mahmudi (2005), Factors Affecting Performance Performance is a multidimensional construct that includes many factors that influence it. In traditional performance systems, performance is only related to personal factors, but in reality, performance is often caused by other factors outside of personal factors, such as systems, situations, leadership or teams.

From several dimensions of work presented by some experts above, then the dimension or performance indicator is the quality of work. This research will essentially look at the lecturer's performance variable. What is meant by the performance of lecturers here is the work of lecturer research published in scientific journals, both national, accreditation and international.

2.2 Bottom of Form

Professionalism

Professional comes from the word profession means one field of work that wants or will be occupied by someone. In law number 14 of 2005, it is stated that professional is a work or activity undertaken by a person and become a living income source that requires expertise, skill or skill that meet certain quality or norm standard and requires professional education. According to Jamil (in Supriadi: 1999: 65) professional refers to two things. First, the appearance of someone who suits the demands should be. Second, performance is required according to established standards. So educational professionals are people who carry out the task of the educational profession with full responsibility and dedication of high with supporting facilities in the form of knowledge of their possessions in accordance with predetermined standards.

Professionalism is a behavior, a goal or set of qualities that characterize or describe the profession's style. Professionalism is also interpreted as a notion that creates the doing of certain work activities in the life of society with armed with high expertise and based on the sense of calling soul design spirit to do service to human service.

Indeed, the new paradigm of national education, has placed educators as professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting community research and service. In the general provisions of the Teachers and Lecturers Act (article 1), the definition of professional is given the formulation: "Professional is an activity or a person undertakes and becomes a source of living income that requires expertise, skill or skill that meets certain quality or norm standards, and requires professional education" . In line with this mentioned that professionals require payment to do so.

Empowerment of teacher profession or empowerment of lecturer profession is carried out through self-development which is done democratically, justice, non-discrimination and sustainable by upholding human rights, religious values, cultural values, national plurality, and ethical code of the professional organization. The profession is a kind of service or work that is unique (distinctive), in a different sense from any other type of work or service.

The position of teachers as professionals is regulated in detail in Article 2 paragraph 1 of the Teachers and Lecturers Law that teachers have the position of professionals at the level of primary, secondary, and early childhood education in the formal education path that is appointed in accordance with the legislation, invitation. Recognition of the position of teachers as professionals is evidenced by the certificate of educators

Recognition of the position of teachers as professionals as evidenced by the certificate of educators serves to improve the dignity and role of teachers as a learning agent in improving the quality of education. Furthermore, the position of teachers as professionals aims to implement the national education system and realize the goals of national education, namely the development of potential learners to become human beings who believe and piety to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, as well as being a

democratic and responsible citizen.

It is important to realize that the position of teachers as professionals is intended for teachers to have scientific, technical and moral competence in carrying out their duties responsibly with adequate welfare guarantee to fulfill the right of citizens to obtain the quality education. In fact, further than that, to educate the nation's life by achieving educational goals. to achieve the goal, which is to create a qualified teacher. Therefore, it is important to be aware of the tendency of people who see that certification of teachers is the goal because if this happens then the expected teacher quality will not be achieved.

As a profession, there are a number of competencies a teacher must possess, which includes personal competence, professional competence, and social civic competence. Hamalik (2005), explained that professionalism teachers are those who have taken the teacher education program and have obtained the state certificate and have been experienced in teaching in the big classes. Professional teachers are teachers who have the required competencies to perform educational and teaching tasks. In other words, the notion of teacher professionalism is a person who has the ability and special skills in the field of the teacher so that he is able to perform tasks and functions as teachers with the maximum ability

2.3 Competency

In order to carry out tri dharma of higher education, the lecturer performs three types of activities, namely education and teaching, research, and devotion to the community. As mentioned earlier, the main area of lecturers' activity is to carry out education and teaching. Nevertheless, research activities and community devotion must also be carried out by a lecturer. Both of these activities will greatly support better education and teaching activities (Directorate of Research and Community Service, 2002). As a professional, lecturers are required to have a number of competencies in order to perform their duties properly. The competencies discussed below relate only to the main task of the lecturer, namely to organize education and teaching. So, the competence in question is the competence of lecturers as teachers.

In society, it has been known that there are Ten Educator Competencies. Meanwhile, Depdiknas (2002) also develops a profile of educator competencies that are substantively no different from the Ten Educational Competencies that have existed before. Because both educators and lecturers are essentially carrying out the same task, the competency profile of the educator can be applied to the lecturer. The lecturer's competencies described here refer to the competency profiles of educators developed by MoNE (2002). This competency consists of four clumps, namely the mastery of the field of study, the understanding of learners, mastery of educational learning, and the development of personality and professionalism.

The competence of the field of study includes two things, namely the mastery of a discipline and curricular mastery. The mastery of the discipline is concerned with the substance and methodology of knowledge. The curricular mastery deals with the selection, arrangement, packaging, and representation of materials that meet the needs of learners. The competence of understanding of learners is necessary for providing educational services oriented to learners.

As an educator, the lecturer must understand the initial condition of the student/learner and the targeted final condition. The condition of the learner is meant here is to be knowledge and skill. To know these two conditions, lecturers are required to have mastery of the principles of measurement and evaluation (evaluation competence). In addition, lecturers should also understand the differences of individuals among students/learners. These individual differences include intellectual, emotional, spiritual, social, cultural, economic, political, and learning styles. Basically, every student is a unique individual who demands different services.

The competence of personality development and professionalism reflects the professional ability of lecturers to be able to know, measure and develop their capabilities independently. In this case, lecturers are always required to follow the development of science, both with regard to the subject matter or pedagogical content knowledge. A lecturer should initiate and be responsible for exploring various ways of obtaining information to develop the capabilities independently. For this purpose, it can be done, for example, through cooperation with peers and the community. As a professional personality, a lecturer in carrying out his duties is always oriented to the benefit of students/learners. Thus, its orientation towards meeting the needs of students/learners is responsible and humane. In article 3 of Law 14 of 2005 on Teachers and Lecturers, mentioned in paragraph (3). Lecturers have a position as professionals at higher education level appointed in accordance with the legislation. and paragraph (2) The recognition of the position of the lecturer as professional as referred to in paragraph (1) is proved by the educator's certificate. In this study, the indicators used as a measure of professionalism is a certificate of an educator or already have certification.

2.4 Teaching Experience

Understanding Work Experience consists of several kinds given by experts. Experience in all activities is necessary because an experience is the best teacher, the best teaching experience. The point of this is that a person learns from the experience he has experienced. According to Indonesian Dictionary (Depdiknas, 2005), "experience can be interpreted as being experienced (lived, felt, borne, etc.)". Understanding experience according to (Suwardi Notosudairjo, 1990: 289), is what has been experienced in a long time. In Acmad Sugandi (2004: 7), teaching is a set of events that affect learners in such a way that learners gain convenience. So the teaching experience is what has been experienced in teaching in the organization with regard to the period of time In addition to time-oriented teachers / lecturers wrestle in his profession, teaching safeguards also contain the assumption of increasing the competence of educators/lecturers in line with the length of time the educator/lecturer to run his profession. Thus the teaching experience also means how much education and training intensity (training) has ever been followed in order to improve the competence of educators at the sub-district, district, provincial, national and international levels.

Elaine (2007) states that "experience brings out one's potential. The full potential will emerge gradually over time in response to a variety of experiences ". So the real thing that is important in the relationship is the ability of a person to learn from experience, both sweet and bitter experience. So pad (Umar, 2007) the essence of experience is the understanding of

something lived and with appreciation and experience something that gained experience, skills or values that are attached to the potential of self. A person who has experience in working has a better workability than a person who has just entered the workforce because the person has learned from the activities and problems that arise in his work. With the experience of work, there has been a process of adding knowledge and skills and attitudes in a person, so it can support in developing themselves with changes that exist.

With experience gained someone will be more capable and skilled and able to carry out their job duties. In line with the law of exercise in Mustaqim (2004: 50) it is disclosed that in law of exercise or the law disuse (the law of use) it is stated that "The relationship between stimulus and response will be stronger or stronger when used (use) or are often trained (exercise) and will be reduced, even disappear altogether if rarely used or never at all ".

Teaching experience is one of the factors in supporting the implementation of teaching and learning activities. Experience teaching that has become a determinant of achievement of learning outcomes to be achieved by participants. Adequate teaching experience, in the sense of time that has been passed by education in carrying out its duties, will support the achievement of learning outcomes as the goal to be achieved by the agency. Experience teaching is a matter that makes the attention that is not less important in determining the performance of educators/lecturers. Educators/lecturers who have inadequate teaching experience, then less support the success of its performance. From the above definition then the teaching experience can be assumed everything that has been experienced by an educator during carrying out his education duties in a long time.

2.5 Teaching Experience and Professionalism

Teaching experience is one of the factors in supporting the implementation of teaching and learning activities. Teaching experience owned by an educator/lecturer becomes a determinant of achievement of learning outcomes to be achieved by learners. Sufficient teaching experience, in the sense of time that has been passed by an educator in carrying out his duties, will support the achievement of learning outcomes as goals to be achieved by the organization. Experience teaching is a matter that makes attention that is not less important in determining performance. Lecturers who have sufficient experience will positively support their performance. Conversely, if the experience of teaching is not adequate then certainly less support its performance.

Robyn and Peter (2008) found that experience-based tasks gained can improve a person's performance in performing tasks. The longer the work experience possessed by an auditor will result in better audit quality (Rahmatika, 2011). Knoers and Haditono (1999) (Knoers & Hadinoto, 1999) said that experience is a learning process and the addition of potential development behavior of both formal and nonformal education or can be interpreted as a process that brings one to a pattern of more behavior high. The experiential variable will be measured using the length of work indicator, the frequency of inspection work done, and the amount of training that has been followed.

Experience is a skill and knowledge acquired by someone after doing something. The

experiential variable will be measured using the length of work indicator, the frequency of inspection work done, plus an indicator that can also prove the experience of an auditor that is the number of training that has been followed, taken from the competency aspects developed by Mansur (2007)

2.6 Level of Education

According to Suwardi Notosudirjo (1990: 311), the level of education is the stages of education determined based on the level of development of learners, goals to be achieved and the ability developed. According to the philosophical view of humanism; (1) human nature has the same stock in an attempt to understand something; (2). Man is based on a certain interest and motivation to do something, (3). Humans in addition to having similarity also have the specialty as a result of a human being are in a social environment conditions (aminudin, 1994) In line with these opinions, as lecturers have the same potential and opportunity to implement tri dharma college. In addition, it is also recognized that there are differences (peculiarities/peculiarities) at the practical level due to the interests, motives and experiences and different knowledge. Similarly, there are gender differences between male and female lecturers.

Gender diversity is a thing that can not stay because when the existence of women in the workplace has become pending According to UNDP Indonesia 2017, the male labor participation rate reaches 83.4% and the labor participation rate of female is only 52.7%. While the number of women working in the formal sector reached 41.1%. Although this figure is lower than the male workers in the formal sector which reached 63.4%. This increase in the number of working women can be attributed to increased knowledge through higher education, enabling it to promote faster economic growth (OECD, 2012). The increasing number of working women is also accompanied by improvements in the quality and type of work. However, improving the quality of women's education does not always lead to improved outcomes in the labor market (UN Women, 2016).

But at this time, women have entered many nontraditional jobs. Now women have started to enter managerial work and skill and knowledge with high payouts. Although the presence of women in the workplace has some limitations, such as maternity leave and childbirth, sexual harassment, and caregiver, get the same pay as men. Fitriyanti (2013) examines the influence of organizational culture, teaching experience and level of education towards the professionalism of lecturers of Universitas Riau Islands year Ajara 2012/2013. Based on the result of research indicate that (1). there is a positive and significant influence of organizational culture variable, teaching experience and educational level toward professionalism of lecturer of the Riau Island University of Batam with effective contribution of 62.25% so that there is 37,75% which can not be explained in this research which is donated from other factors. (2). Organizational culture has a positive and significant impact on the professionalism of the lecturers of Universitas Riau Batam Island with a donation of 62.25% meaning that organizational culture is built effectively between lecturers and lecturers, lecturers with leaders and lecturers with students. (3). The teaching experience has no significant effect on the professionalism of the lecturers of Riau Islands University,

meaning that the influence of teaching experience on the professionalism of the lecturers of Universitas Riau Islands is still relatively small with the effective contribution of 2.01%. (4). The level of education does not significantly affect the professionalism of the lecturers of the University of Riau Islands meaning that the level of education on the professionalism of lecturers is still relatively small with effective contribution of 1.46%.

Mundarti (2007) who conducted research under the title Factors that affect the performance of lecturers in implementing the teaching and learning process in midwifery arts Magelang polytechnic Semarang academic year 2005 / 2006. The results showed that 6. The methodology Results bivariate analysis shows that there is a relationship significant between age, education, motivation, satisfaction, the perception of rewards and perceptions of supervision with the performance of lecturers in implementing the teaching and learning process. Marhawati (2013) conducted a research entitled Spirit of professional competence on the performance of lecturers at the faculty of economics of Makassar State University. The results of this study indicate that professional competence has a significant influence on the performance of lecturers at the Faculty of Economics, State University of Makassar.

Indihadi (2008) examines the effect of Gender Difference Analysis on the Implementation of Tri Dharma Perguruan Tinggi for the Development of UPI Lecturer's Development Model. The results showed that female lecturers are more productive in teaching and learning process but male lecturers are more productive in research and teaching. Based on the results of research Widiastuti (Widyastuti, 2005) with the title of the influence of workload, motivation and ability of administrative staff in the administrative division of Central Java Provincial Health Office stated that the level of education in allegedly related positively to the performance of employees is in the group of respondents who high school performance percentage (60%) higher than low performance (33.4%) and high performance (6.6%), whereas in the S1 group the percentage of respondents whose performance is moderate (44.4%) is lower than the respondents whose performance is high (55 %, 6%).

3. Method

The research design that will be used in this research is causal design. According to Umar (2007) Causal design aims to determine the effect of a variable with other variables. The research will reveal the collective effect of independent variables, on one dependent variable, to prove the hypothesis that has been compiled. The application in this research is by regression of independent variable that is professionalism (X1), education level (X2), and work experience (X3) and Gender (X4) on dependent variable that is Lecturer Performance (Y). In this study, the data used is quantitative data. The qualitative data include lecturer certification, lecturer work period, lecturer's education level and gender of the lecturer. The data required above are obtained from lecturer data report from the General Administration Bureau (BAU) and Institute of Research and Community Service (LPPM) the Muhammadiyah University of Palembang in 2016 and the dissemination of questionnaires to lecturers challenge to research and teaching. In conducting this research, the researcher uses 4 (four) main variables namely, Education Level (X1), Work Experience (X2) and Gender (X3) and independent variable and Professionalism variable (Y), Intervening and Lecturer (Z) as

the Dependent variable. The lecturer's performance is measured by the number of lecturers research published during the last three years with the final year being 2017. Professionalism is measured by certification and non-certification in which the certification is coded with number 1 and non-certification coded with number 0. Education level is measured by master, doctor, and teacher where the master is coded with the number 1, the doctor is coded with the number 2 and the professor is coded with the number 3.

The population in this study are all lecturers of Muhammadiyah University of Palembang consisting of 431 people consisting of 346 permanent lecturers and 85 lecturers of PNSD in 8 faculty consisting of Faculty of Engineering (79 lecturers), Faculty of Economics and Business (74 lecturers) Faculty of Teacher Training and Education (80 people), Faculty of Agriculture (38 people), Faculty of Law (43 people), Faculty of Religion Islam (36 persons), Faculty of Medicine (63 persons) and Graduate Program (18 persons). By using Isaac and Michael's formula, the sample size is 355 lecturers. The samples will be taken from 8 faculties which the Faculty of Engineering is taken by 65 lecturers, Faculty of Economics and Business is taken, 61 lecturers, Faculty of Teacher Training and Education taken 66 lecturers, Faculty of Agriculture taken 31 lecturers, Faculty of Law taken 35 lecturers, Faculty Islamic religion took 30 lecturers, Faculty of Medicine taken 52 lecturers and Post Graduate Program taken 15 lecturers. The analysis model used in this study the researcher using Linear Ordinary Least Square Analysis, because all the variables used are non-latent variables or observable variable formulas used in this study are:

Regression Equation Model 1:

$$\hat{Y}_i = b_0 + b_{1i}PDK + b_{2i}PENG + b_{3i}G + \varepsilon_i$$

Regression Equation Model 2:

$$\hat{Z}_i = b_0 + b_{1i}PDK + b_{2i}PENG + b_{3i}G + b_{4i}Prof + \varepsilon_i$$

where :

- Y : professionalism
- Z : performance
- a : constant
- b₁ b₂ b₃ b₄ : coefficient regression
- X₁ : education level
- X₂ : teaching experience
- X₃ : gender
- e : error term

4. Result

4.1 Regression Equation Model 1: Professionalism

The regression equation shows that the coefficient of education is 0.190, this figure means that the effect of education is positive if the level of lecturers higher education the more the certified lecturer will also be greater. The value of t is 3.012 and the value of t table with alpha 5% and degree of freedom 390 is 2.2501 This shows the value of t arithmetic > t table,

so H_0 is rejected. If seen from the significant value, then the significant value is 0.003 and sig alpha 0.05, then significant count < significant alpha, thus H_0 is rejected Meaning Level of education of lecturers positively significant influence on certification

Experiential variables also have a positive effect on certification with a coefficient of 0.028. It also shows that the longer the service life or experience the lecturers eat the greater the chance of getting certified. The value of t arithmetic is 15.698 and the value of t table with alpha 5% and degree of freedom 390 is 2.2501 This shows the value of t arithmetic > t table, so H_0 is rejected. If seen from significant value, then a significant value is 0.000 and sig alpha 0,05, hence significant count < significant alpha, thus H_0 is rejected Meaning Experience or lecturer work have positive influence significantly on certification

In contrast to education and experience, gender variables have a negative relationship. This shows an inverse relationship if more and more lecturers with male gender then the chances of getting certified are getting smaller. The value of t arithmetic is -2.887 and the value of t table with alpha 5% and degree of freedom 390 is -2.2501 it shows the value - t arithmetic < - t table, so H_0 is rejected. If seen from the significant value, then a significant value is 0.004 and sig alpha 0.05, then significant count < significant alpha, thus H_0 is rejected Meaning Gender lecturers have a significant negative effect on certification.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.372	.129		-2.881	.004
	PENDIDIKAN	.190	.063	.120	3.012	.003
	PENGALAMAN	.028	.002	.630	15.698	.000
	GENDER	-.109	.038	-.112	-2.887	.004

Good of fitness testing is the purpose of testing to determine whether the model is a suitable model. This test is by testing the Analysis of variance (ANOVA). The model test of regression equation as a whole shows that the calculated F value is 100,550 and the significance value is 0.000. To reject the hypothesis, the F value is compared with F table. F F table with a degree of freedom 5 percent with $v_1 = 3$ and $v_2 = 389$ then obtained F table equal to 2,6278. From this result can detention F arithmetic > F table, so the decision is to reject the null hypothesis. Thus the variables of Education, Experience, and Gender have a significant effect on Certification.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.404	3	13.468	100.550	.000 ^b
	Residual	52.105	389	.134		
	Total	92.509	392			

a. Dependent Variable: SERTIFIKASI

b. Predictors: (Constant), SEX, PENDIDIKAN, PENGALAMAN

4.2 Regression Equation Model 2: Performance

Based on the results of the regression calculation between the variables of certification, education, experience, and gender on the performance show that from 4 variables studied there are 2 variables that have a positive coefficient, that is certification and education variables, and 2 variables have a negative coefficient, that is experience and gender. The positive coefficient indicates a direct influence, meaning that if lecturers who have higher education and higher, the performance of lecturers research also increased.

The t value for the certification is 1.060 and the value of t table with alpha 5% and degree of freedom 390 is 2.2501 This shows the value of t arithmetic < t table, so H_0 is accepted. If seen from the significant value, then a significant value is 0.060 and significant alpha 0.05, then the significant value > significant alpha, thus H_0 is accepted and this means that although the certification of lecturers has a positive effect will not be significant to the research performance.

The number of lecturers who have been certified is 149 lecturers. However, of the 149 lecturers who have been certified, only 27 lecturers or only 18 percent of lecturers who publish research in the journal, while 122 lecturers who have been certified do not do the publication of research in the journal. While lecturers who have not been certified as many as 243 people, 19 people have published their research in the journal. Furthermore, the total lecturers who have conducted the research published in the journal are 46 people, with 19 lecturers who have not certified and 27 lecturers who have been certified, meaning that only 12 percent of lecturers have published the results of his research in the journal. The number of lecturers who have not published in the journal is 346 or 88 percent.

It is a daunting task for leaders to motivate certified lecturers to publish research results in journals, especially those with under 20 years of service. This is because one of the obligations of lecturers who have been certified is to conduct research and research results in publications in the journal. It is also important for leaders to motivate lecturers from the faculties of Islam and Medicine in order to publish papers in journals, with the publication of papers in journals will make it easier for the lecturer to take care of the functional level.

The t value for education level is 3.896 and the value of t table with alpha 5% and degree of freedom 390 is 2.2501 This shows the value of t arithmetic > t table, so H_0 is rejected. If seen from the significant value, then a significant value is 0.060 and significant alpha 0.05, then the significant value > significant alpha, thus H_0 is accepted and this means that although the certification of lecturers has a positive effect will not be significant to the research performance. Education level is an important component in determining a lecturer to get certified or not. This is supported by the data in table 26 below. Of the 41 lecturers who have had doctoral degrees, 78 percent have been certified or 78 percent, while the lecturers are master educated, only 33 percent have been certified. Therefore, the improvement of education, especially doctoral education needs to be the attention of university leaders by providing various incentives so that lecturers, especially lecturers can easily continue their study to the doctoral program.

Similar to certification, the level of education also has a positive and significant impact on the lecturer's research performance. The number of lecturers conducting this research is 41 people with 47 published paper titles. There are 13 lecturers or 32 percent of the total lecturers with doctoral degrees who have published papers in the journal. Then if viewed from the amount of existing research, then the publication of papers in journals by lecturers with only 13 doctoral education is only 28 percent of the total publications conducted by lecturers. While 33 lecturers who have a publication in the journal done by lecturers who are still master's educated. Although the total number of publications in journals is mostly done by lecturers with the level of master's education, the publication of papers in journals is still mostly done on national journals alone, as many as 21 titles and 18 titles done by lecturers with master's education. Therefore, efforts should be made to improve the quality of lecturers' publications in international journals, especially those of good standing.

The t value for the teaching experience is -0.691 and the value of t table with alpha 5% and degree of freedom 390 are -2.2501 This shows the value of t arithmetic $< t$ table, so H_0 is accepted. If seen from significant value, then a significant value is 0,490 and significant alpha 0,05, hence significant count $<$ significant alpha, thus H_0 is rejected which means that teaching experience have a negative effect but significant to research performance. The lecturers of the Muhammadiyah University of Palembang who have got certification are 149 people. There are 129 lecturers with experience or tenure over 15 years. This indicates that certification gives priority to lecturers with longer working period compared to lecturers whose tenure is still 10 years.

Based on the data, the lecturer foundation with a total of 234 people has not been certified and only 117 lecturers have been certified. Of the 117 lecturers who have been certified, 68 lecturers with a tuft of master's education with problems over 15 years are 54 lecturers. Then 15 certified doctors all have work experience over 15 years. Meanwhile, of 79 lecturers of PNSD, 66 lecturers of PNSD have been certified, there are only 13 more PNSD lecturers who have not yet been certified, this may be due to insufficient work or due to further education. On the other hand, the length of work or experience has a negative but insignificant effect on the research. Of the 149 lecturers who have been certified with experience or tenure over 15 years, it is seen that 105 people out of 122 had no research, only 24 out of 27 lecturers with over 15 years of study. So even though certified lecturers do more published papers in international journals but the longer the work period the fewer journal publications in the journals, while the lecturers who have not been certified with the work period are still few but already have the publication of papers in the journal.

The t value for the gender is -1.291 and the value of t table with alpha 5% and degree of freedom 390 is -2.2501 This shows the value of t arithmetic $< t$ table, so H_0 is accepted. If seen from significant value, then a significant value is 0197 and significant alpha 0,05, hence significant count $>$ significant alpha, thus H_0 accepted Meaning that although Gender lecturer has a negative effect will not significant to research performance. The number of lecturers of Muhammadiyah University of Palembang has 393 lecturers, with details of 210 female lecturers and 183 male lecturers. 79 female lecturers and 71 male lecturers have been certified. This shows the opportunity of female lecturers to obtain certification greater than

male lecturers.

However, if viewed from the research performance, then this is inversely proportional in which male lecturers publish more papers than women lecturers' publication. Publication of male lecturers amounted to 24 while female lecturers' publication amounted to 22. This number in this study is only 11 percent of total lecturers. Conversely, if viewed from the quality of research, the quality of women's lecture paper publications is better than the quality of male lecturer's publication. This can be seen from the table below. Male lecturers publish more in national journals and accredited national journals, while female lecturers publish more in international journals.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.214	.384		-3.163	.002
	SERTIFIKASI	.282	.149	.124	1.886	.060
	PENDIDIKAN	.731	.188	.202	3.896	.000
	PENGALAMAN	-.005	.007	-.046	-.691	.490
	GENDER	-.145	.112	-.065	-1.291	.197

The result of model testing of regression equation as a whole shows that the value of F obtained is 5,270 and its significance value is 0.000. To reject the hypothesis, the F value is compared with F table. F-table with a degree of freedom 5 percent with $v_1 = 3$ and $v_2 = 389$ then obtained F table 2.6278. From this result can detention $F_{\text{arithmic}} > F_{\text{table}}$, so the decision is to reject the null hypothesis. Thus the variables of Certification, Education, Experience, and Gender have a significant effect on Lecturer Research Performance.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.610	5	6.122	5.270	.000 ^b
	Residual	449.558	387	1.162		
	Total	480.168	392			

a. Dependent Variable: KINERJA PEN

b. Predictors: (Constant), STATUS, SEX, PENDIDIKAN, SERTIFIKASI, PENGALAMAN

The lecturers' performance is viewed from two sides, first sight views of publishing value and second side seen from research publishing place. For the first aspect, the research value is determined from the place of study, if the research published in the national journal only, then the value is 1, while for accredited national publication is given a value of 2 and for the publication in the international journal given value 3. Based on data, from 393 lecturers of Muhammadiyah University Palembang, there are 346 lecturers who do not do scientific publication in 3 places journal above 88 percent of lecturers do not do journal publication. While the lecturers who publish the journal, as much as 22 journal publications in the national journal, 4 titles in the national journal accreditation and there are 16 lecturers who do one publication in international journals, and there are 3 lecturers who do publications in international journals as much as 2 times and 1 person lecturers who publish in international

journals 3 times.

Based on the data, viewed from the status of lecturers, as many as 278 or 89 percents of foundation lecturers who do not do publications in the journal, while for lecturers PNSD who do not do publications in international journals is as many as 68 people or 85 percent of lecturers. Judging from this condition, the publication of lecturers in journal both lecturers foundation and lecturer of PNSD, is about 12% only. Based on the data, the publication of papers in accredited national journals is mostly done by 9 Faculty of Law lecturers. Faculty of Engineering 6 titles, and Faculty of Islamic Religion with 5 titles. For publication in accredited national journals conducted by lecturers of Faculty of Agriculture with 3 titles and Faculty of agriculture 1 title. Meanwhile, for publications in international journals mostly done by lecturers of the Faculty of Agriculture with 10 titles, Faculty of Economics and Business of 7 titles and FKIP of 4 titles. While the faculty lecturer of Engineering, Law, Religion of Islam and Medicine no one has published his paper in international journals.

Lecturers who have been certified by employment status. In total, the lecturers of the Muhammadiyah University of Palembang who have been certified are 149 lecturers or 38% of the total lecturers. Or in other words, UMP lecturers who have not received certification are as many as 244 lecturers or 62 percent. From certified lecturers, PNSD lecturers who have received certification are 66 people from 80 lecturers or 83 lecturers of PNSD certified, while the lecturers of Yayasan who already have new certification reach 27%. Based on the data, Faculty of Agriculture is a faculty that has the most certified lecturers that reach 65 percent. While other faculties, such as Faculty of Engineering, Economics, and Business, FKIP and FH have lecturers who already have certification about 45 percent. This means that there are still 55 percent more lecturers who have not received certification. There are two faculties whose lecturers have not been certified, namely the Faculty of Islamic Religion and the Faculty of Medicine.

Based on the data, total lecturers who have been educated by new doctors reached 41 people or only reached 10 percent. While the remaining 90 percent of lecturers are still educated magister. Lecturers who have had a doctorate degree only 7 percent or as many as 22 people and lecturers of PNSD who have been educated doctor has reached 24 percent or as many as 19 lecturers. Faculty of Teacher Training Education has lecturers who have a doctoral education is 10 people, but if it is seen from the percentage, then the Faculty of Agriculture has a lecturer who has a doctoral education at most as much as 28 percent. Semetara that Lecturer Faculty of Economics and Business with doctoral education only reached 10 percent, while lecturer of faculty of engineering, law, Islam and doctor who have doctoral education still below 10 percent.

Based on the data of lecturer's experience, it appears that the lecturers of PNSD have experience or longer working period than the lecturer of the Foundation. PNSD lecturers who have experience or working period above 26 years reach 50 people or 63 percent. While the lecturers of the Foundation about 70 percent of the lecturer is still under 20 years of age. The faculty of law has a lecturer who has a longer tenure than other faculties, this is understandable since the law faculty stands earlier than the other faculties. While the Faculty

of Islam and the Faculty of Medicine have lecturers whose working period is easier. Based on gender, Muhammadiyah University of Palembang has more lecturers with female gender, that is as much as 53 percent or as many as 210 people. However, based on the status of the employee, gender of lecturers PNSD more men that is 53 percent or 42 lecturers, for lecturers Foundation as much as 55 percent. The Faculty of Education and Teacher has the most female faculty compared to other faculties, which is 15 percent, while the engineering faculty has the most male lecturers at 11 percent.

5. Conclusion

According Based on the results of the analysis, it can be concluded that (1) education level, teaching experience and gender has a significant effect on professionalism and performance, (2) The lecturers need to improve their degree qualification by pursuing further study to the doctoral program, especially young lecturers, (3) provision of training and incentives for lecturers to undertake research and end to publish papers in journals, especially international journals also need to be improved, (4) lecturers who have been certified, need to meet the obligations of university tri dharma, especially doing research, and (5) acceptance of lecturers needs to consider the basic quality of lecturers in order to develop their abilities.

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