

**The Lecture Needs Analysis in Politeknik Transportasi Sungai, Danau dan
Penyeberangan Palembang**

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Abstract: This paper is to calculate the needs of lecturer in terms of quality and quantity as well as strategy for lecturer development. Our study used quantitative descriptive analysis as well as qualitative approach. The research took place at *Politeknik Transportasi Sungai, Danau Dan Penyeberangan* (Polytechnic Inland Water And Ferries Transport) Palembang. Data collected by sample. We used questionnaire to collect data and tested its validity and reliability. We conducted data analysis by comparing its current result with the Annex to the Regulation of the National Accreditation Board for Higher Education number 3 of 2019-point C4, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020. We also conducted SWOT analysis to result the strategies should be implemented by the Polytechnic Inland Water and Ferries Transport. From our analysis, we found that they should increase the number of their lecturer with another new 18 lecturer, which comprising various 12 competency courses and 6 general courses. From SWOT matrix scoring analysis we found that the lecturer development in Polytechnic currently is in Growth or status of development, which is very strategic in developing their lecturers' competencies further. Polytechnic should implement various programs that could improve the lecturer professional competencies as well pedagogical.

Keyword: Human Resource Strategy, Lecturer Competency, SWOT Analysis

1. Introduction

Polytechnic Inland Water and Ferries Transport Palembang is one of the universities under the auspices of the Ministry of Transportation. In improving services for students and cadets, it is required to have human resources that meet the requirement in each field both in terms of lecturer. In addition to the quantity requirement, it is also necessary to analyze the quality of the human resources (HR) needed to match the required competencies. The quality of lecturer can include education levels, teaching experience, teaching abilities so that the teaching and learning process in education and training runs optimally.

Competency from base human resources can increase capacity and build a strong foundation, because if people who work in an organization have the right competencies according to the demands of their work, that person is capable both in terms of knowledge, skills, as well as mental and productive character (National Research Council, 2012).

The strategy of professional and pedagogical development of lecturer in this case, lecturer, remain very urgent to be carried out for structuring lecturer. Because with the development of professionalism and pedagogics lecturer will make a meaningful contribution to efforts to improve the quality of education Polytechnic (Cochrane and Narayan, 2013; Kubrushko and Nazarova, 2013).

In the development of the Inland Water and Ferries Transport Polytechnic of Palembang, which was just established as a Polytechnic in 2018, it has not been accredited by higher education at the National Accreditation Board for Higher Education (BAN-PT) so that it continues to strive to be registered with BAN-PT and obtain the best results. From the total composition of the number of education personnel in 3 study programs, it is considered that it is still insufficient in learning. Concurrent positions by lecturer remain an obstacle to existing learning. This has an impact on some lecturer who have a large workload and are difficult to meet learning so they are replaced by outside lecturer. With 29 people in the sense of new employee, it is not sufficient to improve the quality of governance of the Inland Water and Ferries Transport Polytechnic of Palembang. Based on this need The Lecture Needs Analysis In The Inland Water And Ferries Transport Polytechnic Of Palembang (Badan Akreditasi Nasional Perguruan Tinggi, 2019).

In this paper, the formulation of the problem is to discuss the adequacy of lecturer in terms of quality and quantity, strategies for developing lecturer to be used and the efforts made in improving the professional and pedagogical competence of lecturer at the Inland Water and Ferries Transport Polytechnic of

Palembang. The purpose of the study is to analyze and plan the number of adequacy of lecturer, analyze the development strategy of lecturer and analyze efforts to improve the professional and pedagogical competence of lecturer in Polytechnic Inland Water and Ferries Transport Polytechnic Palembang.

Human Resource Needs

The theory of needs according to Maslow states that working individuals have a stage of basic needs that will be achieved in their work. There are five basic human needs, namely physiological needs, security needs, social needs, self-esteem needs, self-actualization needs (McLeod, 2007; Jerome, 2013).

According to Wahjono, (2015) Human Resource Management (MSDM) is the use of individuals to achieve organizational goals. Basically, the whole manager is trying to accept something through the efforts of others. MSDM is a conscious effort on managing people to achieve organizational goals in a series of managerial actions (Planning, Organizing, application & controlling) on strategically using several interrelated activities. The primary goal based on HR Management is to increase employee donations to the organization in order to achieve productivity in the organization concerned. In achieving the goals of the organization or company, it must be able to manage the existing human resources to achieve the goals of the organization or company.

According to Sedarmayanti (2016), HR Planning is a useful activity in anticipating the demand/needs & supply of work energy in the organization in the future using paying attention to HR inventory, Forecasting demand & supply of HR and on plans to increase the number of Human Resources.

In HR education, it is divided into two, namely lecturer and education staff. According to Nawawi (2015) Teachers are adults, who because of their role are obliged to provide education to students. The person may predicate as a father or mother, teacher, lecturer. Education personnel are people who participate in the implementation of education in education units. The job of lecturer / teachers is to educate, educational skills are very necessary so that the goals of outside education can be achieved as much as possible. So that the performance of lecturer must be professional. For this reason, we must first know the meaning of profession and professional according to experts. According to Hamalik (2016), Profession is an open statement or promise, that a person will devote himself to a position or job in the usual sense, because that person feels called to take office in that job.

SWOT Analysis

According to Rangkuti (2015), SWOT analysis is the identification of various factors systematically to formulate a company's strategy. This analysis is based on logic that can maximize strengths and opportunities, but can simultaneously minimize weaknesses and threats.

Internal Factors are those that originate within the company itself. This factor has a great influence on the Strength and Weaknesses component of an enterprise, organization or institution. Internal Factors, namely human resources, financial resources, facilities and infrastructure owned, products produced, company marketing capabilities, product distribution capabilities.

External factors are factors that are outside the company, organization or institution. External factors that influence the SWOT analysis include ongoing social and political conditions, the culture that develops in society, the economic conditions of a country, the development of the times or trends, the development of technology and information, regulations and government policies that have an impact on the company directly or indirectly (Mondal and Haque, 2017; Shahijan et al, 2016).

2. Methods

The type of research used in this study is a descriptive quantitative and qualitative research method (Nassaji, 2015). This type of research is descriptive by describing an object, fact, or depiction of time, place and social atmosphere that will be developed into narrative writing (deciphering or explaining). Writing on qualitative research contains data on the results of facts revealed in the field to support research writing (Kemparaj and Chavan, 2013). Quantative data is in the form of a SWOT analysis of lecturer development strategies.

The population in this paper was lecturer In Polytechnic Inland Water And Ferries Transport Palembang With a sample of permanent lecturer who also concurrently serve as officials In Polytechnic Inland Water And Ferries Transport Palembang as many as 21 (twenty-one) people.

The data collection method carried out is by using questionnaires, literature studies, and interviews. Instrument testing in this study used validity and reliability tests. Correlation calculations using the pearson technique with a significant level of 0.05% and reliability tests using Alpha with Croanbach's Alpha > 60%.

The analysis technique used is the calculation of the number of lecturer in terms of quality and quantity needed based on the comparison between conditions in the field and the needs of lecturer according to the Annex to the Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning the Matrix of Assessment of Self-Evaluation Reports and Vocational Higher Education Performance Reports (LKPT), State Universities (PTN), Public Service Agency (BLU) in Chapter/performance/element C.4 Human Resources and Regulations Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education Chapter II National Standards for Education Part Six concerning Standards for Lecturer and Education Personnel Article 31 and Analysis of strategies for developing professional competencies of lecturer by using a SWOT analysis by looking at several strengths able to take advantage of opportunities and threats (Leigh, 2009; Benzaghta et al, 2021).

3. Results and Discussion

a. The Adequacy of Lecturer Viewed From The Quantity And Quality

1) The adequacy of lecturer needs is measured from the Annex to the Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning the Matric of Assessment of Self-Evaluation Reports and Vocational Higher Education Performance Reports (LKPT), State Universities (PTN) Public Service Agency (BLU) in Chapter/performance/element C.4 Human Resources

Based on the Annex to the Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning the Matrix for The Assessment of Self-Evaluation Reports and Vocational Higher Education Performance Reports (LKPT), State Universities (PTN) Public Service Agency (BLU) In Chapter / performance / element C.4 Human Resources, the ratio of the number of permanent lecturer who meet the requirements of lecturer to the number of study programs (RDPS) In Polytechnic Inland Water And Ferries Transport Palembangis 7 with a score of 2.8. It consists of D III Port Management / MTPD Study Program 10 (ten) lecturer, D III Ship Machinery as many as 7 (seven) people, and D III Nautical Studies as many as 4 lecturer. The percentage of the number of lecturer who have a functional position of at least head lector to the number

of all permanent lecturer (PLKGB) is 14% with a score = 2.68. And for the percentage of the number of lecturer who have certificates of competence, profession, and / or industry against the number of all permanent lecturer (PDS), which is 100% obtaining a score of 4. In the percentage of the number of non-permanent lecturer against the number of all lecturer (permanent lecturer and non-permanent lecturer) PDDT is 36% with a score of 2.27.

The ratio of the number of students to the number of permanent lecturer (RMDT) of the Inland Water and Ferries Transport Polytechnic of Palembang is 1: 28 so that it has a score of 3. For the average research / lecturer/year in the last 3 (three) years, namely 26 universities or independents, 4 in domestic institutions (outside of pt) so that the average research (RL) is 0.41 with a score of 2.12. In community service, the Inland Water and Ferries Transport Polytechnic of Palembang has an average PkM (Community Service) in the last 3 (three), namely a total of 33 PkM with a score = 2.48. The achievements of lecturer' performance on the number of permanent lecturer in the last 3 years also have achievements such as becoming a reviewer of National and International Journals in 2019, becoming a bestari partner in national journals in 2021. So that the recognition of lecturer performance achievements on the number of permanent lecturer in the last 3 years (RRD) was 0.14 with a score of 3.14.

Based on the adequacy of the needs of lecturer as measured from the Annex to the Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning the Matrix for The Assessment of Self-Evaluation Reports and Vocational Higher Education Performance Reports (LKPT), State Universities (PTN) public service agencies (BLU) In Chapter/performance/ element C.4 Human Resources it can be seen In Polytechnic Inland Water And Ferries Transport Palembang is still lacking for the needs of lecturer and supports the application for higher education accreditation. Therefore, there needs to be evaluation and planning in meeting the needs of lecturer and supporting higher education accreditation to become superior accreditation.

2) The adequacy of lecturer is measured from the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education Chapter II national education standards Part Six concerning Standards for Lecturer and Education Personnel Article 31

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Standards for Higher Education Chapter II National Standards for Education Part Six concerning Standards for Lecturer and Education Personnel Article 31 of the Inland Water and Ferries Transport Polytechnic of Palembang has met the national standards of education. However, improvements still need to be made in several points, namely the number of permanent lecturer in universities is at least 60% (sixty percent) of the total number of lecturer. The Inland Water and Ferries Transport Polytechnic of Palembang has a number of permanent lecturer, namely 21 (twenty-one) people and 12 (twelve) people so that the percentage of permanent lecturer in universities is 57% so that it is still less than 60%. This happens because there is a rotation of lecturer employees that keeps lecturer moving to work.

The number of lecturer assigned to carry out the learning process in each study program has exceeded 5 (five) lecturer. However, it is necessary to calculate the needs of lecturer based on the workload of subjects in the curriculum Diploma of the Land Water Transportation Management (MTPD), Diploma Ship Machinery, Diploma of Nautical can be analyzed for the needs of the required lecturer. The following are the needs of permanent lecturer needed by each study program:

Table 1. Graduates (S2) Adjusted to New Employee in 2021 and Non-Permanent Lecturer Based on Graduates (S2) Education Disciplines

No	Subject	The Needs Of Lecturer (People)				Alternative		Lack Of Needs Of Lecturer (Person)
		MTPD	NAUTICS	SHIP Machining	Total	New Employee S2	Non Permanent Lecturer	
1	Competency Courses	10	2	3	15	3	0	12
2	Applied Physics	1	0	0	1	1		0
3	English	0	1	1	2		2	0
4	Information Technology	0	1	1	2	1		1
5	Five Principles and Civic Education	0	1	1	2		1	1
6	Indonesian Language	1	1	1	3		2	1
7	Industrial Chemistry	1	0	1	2		1	1
8	Thermodynamics	0	0	1	1		1	0
9	Applied Math	0	1	1	2	1		1
10	Religion	1	1	1	3		2	1
11	Research Methods & Applied Statistics	1	0	0	1	1		0
TOTAL		15	8	11	34	7	9	18

Source: Analysis, 2022

Based on the table above, it shows that with the existence of 7 (seven) new employee who have S2 disciplines and 12 (twelve) non-permanent lecturer still do not meet the needs of permanent lecturer for the Inland Water and Ferries Transport Polytechnic of Palembang. In meeting the needs of permanent lecturer, it is also necessary to consider the priorities of permanent lecturer based on which courses need to be met. Of the 18 (eighteen) people who need lecturer with competency courses, a total of 12 (twelve) people become courses that have the top priority. Meanwhile, courses with general learning are the second priority for 6 (six) people because in their fulfillment they can use non-permanent lecturer. In meeting the shortage of permanent lecturer, it is also necessary to pay attention to permanent lecturer who are required to have expertise in the field of science in accordance with the disciplines in the study program.

The following are the requirements for permanent lecturer with expertise in the field of science in accordance with competency courses.

- a. Diploma of the Land Water Transportation Management (MTPD), The requirements are a minimum of Graduate (S2) Transportation.
- b. Diploma of Diploma Ship Machinery, The requirements are Graduates of Graduate (S2) Transportation / Management / Engineering / Information Technology / Education / Education / Law), Certificate of Technical Expert Level (ATT) III / Ship Machinist (AMK) A In accordance with STCW Reg. A III / 3 or Certificate of Technical Expert Level (ATT) II / Ship Machine Expert (AMK) B In Accordance With STCW Reg. A.III / 2, Certificate tot IMO Model Course 6.09 and Certificate IMO Model Course 3.12.
- c. Diploma of Nautical, The requirements are Graduate or Postgraduate (S2/S3) Transportation/Management / Engineering / Information Technology / Education / Education / Law, have a Minimum Marine Competence Level Nautical Expert Certificate (ANT) II / Large Shipping Certificate (MPB) II, TOT Certificate IMO Model Course 6.09 and Certificate IMO Model Course 3.1

Based on the adequacy of lecturer as measured by the discussion above, several solutions that can be done in meeting the existing shortcomings are by readjusting the number of permanent lecturer owned at PDDIKTI. With the change / rotation of employees that caused several lecturer to experience changes in campus agencies. Therefore, it is necessary to readjust the number of lecturer at PDDIKTI so that the requirements for the needs of lecturer per study program can be met. In meeting the needs of permanent lecturer, it is necessary to plan the admission of permanent lecturer through the proposal of new employee in accordance with the needs required by the Inland Water and Ferries Transport Polytechnic of Palembang Adjustment of Employee Rotation by considering permanent lecturer in accordance with expertise in the field of science, with the rotation of employees, this also affects the existing needs. With the rotation of employees, it is hoped that it is also considered the subtleties of the field of science owned by permanent lecturer, such as for example 1 (one) Doctor who experiences rotation, it is necessary a Doctor who also replaces the position of the lecturer. And also, as long as the application for permanent lecturer admissions through the new employee route is still a process, the

role of non-permanent lecturer also helps in the learning process. It is just that the use of non-permanent lecturer must also be in accordance with their needs.

b. Strategy for Developing Lecturer in Polytechnic the Inland Water and Ferries Transport Palembang

To meet the adequacy of lecturer, it is necessary to analyze development strategies. Strategies for developing lecturer using SWOT matrices (Molamohamadi and Talaei, 2022). This matrix can clearly describe how the external opportunities and threats faced by the campus can be adapted to their strengths and weaknesses. SWOT analysis or TOWS is the systematic identification of various factors to formulate strategies for the development of lecturer at the Inland Water and Ferries Transport Polytechnic of Palembang. This analysis is based on External factors and Internal Factors.

Internal Factors consist of: Strengths, The budget of the Inland Water and Ferries Transport Polytechnic of Palembang is large for lecturer/permanent lecturer in increasing employees through employee training assistance and research costs and community service. Great motivation of lecturer to improve the competence of lecturer. Lecturer continue to follow at least one scientific work and then publish it. This can be an opportunity for lecturer to develop pedagogical competencies and professional competencies and become the target of campus KPIs (Key Performance Indicators).

Lecturer have welfare through Employee Remuneration based on main duties and additional duties for permanent lecturer. Leaders provide support for lecturer to increase lecturer competence.

Weaknesses: the number of permanent lecturers in accordance with scientific expertise is still low and insufficient in the needs of permanent lecturer owned. Concurrent positions by permanent lecturer so that permanent lecturer cannot carry out their main duties as lecturer in providing learning for cadets. The number of lecturers has decreased with the presence of lecturer who have reached the employee retirement age limit which also applies to permanent lecturer. Lecturer have not been able to manage or have difficulties in collecting educator certification documents so that 17 (seventeen) lecturer or an average of 81% of lecturer do not have professional benefits. Lecturer do not have rewards for lecturer who have achievements.

External Factors consist of: Opportunities, Echelon I of the campus, namely the Transportation Human Resources Development Agency (BPSDM) has a large budget in increasing employees by providing scholarships to continue education in Strata 1, Strata 2 and Strata 3 for travelers within the BPSDM Transportation environment. Campus has cooperation with other educational institutions, in developing the competence of professional lecturer such as Padang Public University, Gajah Mada University. The very rapid development of science and technology, especially the implementation of distance learning (e-Learning) makes lecturer have to be able to keep up with existing developments. Competitions from universities / official schools under the Ministry of Transportation motivate lecturer to take part in several competitions. The government opens the new lecturer selection for lecturer in accordance with the planning and proposed needs of lecturer / lecturer

Threats are changes/rotations of employees in the Environment of the Transportation Human Resources Development Agency made some lecturer/lecturer move to work to other UPTs, thereby reducing the number of permanent lecturers at the Palembang Polytechnic of River, Lake and Crossing Transportation. Competition between Public Universities (PTN) and Private Universities (PTS). The dynamics of technological developments in the transportation field require lecturer to focus more on the development of transportation technology. Stakeholder demands on the quality of graduates make lecturer increase their competence in order to produce the best quality, especially in the field of river, lake, and crossing transportation. Gaps in the income of cadet/student parents to meet the obligation to pay tuition fees.

The validity test in this study was carried out using the product moment correlation technique with the help of the SPSS Version 22 application. The value of the correlation coefficient of the whole question is greater than the critical value, which means that the question items in the questionnaire have met the validity requirements of Cronbach's Alpha 0.964, N of Items 20, Validity. From the external and internal factors above, IFAS (Internal Factor Analysis Summary) and EFAS (External Factor Analysis Summary) can be analyzed as follows:

Table 2. IFAS (Internal Faktor Analysis Summary)

No	Factors of internal strategy	Weight	Rating	Weight x Rating
Strength				
1	The large budget of the Inland Water and Ferries Transport Polytechnic of Palembang for lecturer / permanent lecturer in increasing employees through the assistance of employee training, research costs and community service.	0,10	4	0,4
2	Great motivation of lecturer to improve the competence of lecturer.	0,10	4	0,4
3	Lecturer continue to follow at least one scientific work and then publish it. This can be an opportunity for lecturer to develop pedagogical competencies and professional competencies and become the KPIs (Key Performance Indicators) target in campus.	0,10	4	0,4
4	Lecturer have welfare through Employee Remuneration based on main duties and additional duties for permanent lecturer	0,10	4	0,4
5	Leaders provide support for lecturer to increase lecturer competence	0,10	4	0,4
Sub Total		0,50		2,00
Weakness				
1	The number of permanent lecturer who is in accordance with scientific expertise is still low and insufficient in the needs of permanent lecturer owned.	0,15	4	0,6
2	Double positions by permanent lecturer so that lecturer are still unable to carry out their main duties as lecturer in providing learning for cadets.	0,10	4	0,4
3	The number of lecturer has decreased with the presence of lecturer who have reached the employee retirement age limit which also applies to permanent lecturer	0,10	4	0,4
4	Lecturer have not been able to manage or have difficulty in collecting educator certification documents so that 17 (seventeen) lecturer or in average of 81% lecturer do not have professional benefits.	0,10	4	0,4
5	Lecturer do not have rewards for lecturer who have achievements.	0,05	3	0,15

No	Factors of internal strategy	Weight	Rating	Weight x Rating
Strength				
Sub Total		0,50		1,95
Difference = (Strength - Weakness)				0,05

Source : Analysis,2022

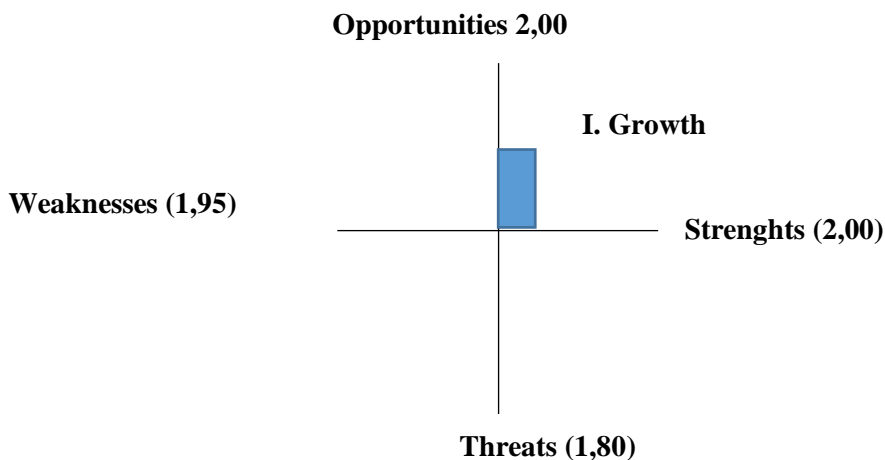
Table 3. EFAS (External Factor Analysis Summary)

No	Factors of External Strategies	Weight	Rating	Weight x Rating
Opportunities				
1	Echelon I of the campus, namely the Transportation Human Resources Development Agency (BPSDM) has a large budget in increasing employees by providing scholarships for continuing education in Strata 1, Strata 2 and Strata 3 for travelers within the BPSDM Transportation environment.	0,10	4	0,4
2	The campus has cooperation with other educational institutions, in developing the competence of professional lecturer such as Padang Public University, Gajah Mada University.	0,10	4	0,4
3	The very rapid development of science and technology, especially the implementation of distance learning (e-Learning) makes lecturer have to be able to keep up with existing developments.	0,10	4	0,4
4	Competitions from universities / official schools under the Ministry of Transportation motivate lecturer to take part in several competitions.	0,10	4	0,4
5	The government opens the new lecturer selection for lecturer in accordance with the planning and proposed needs of lecturer / lecturer	0,10	4	0,4
Sub Total		0,50		2,00
Threats				
1	Changes/Rotations of employees in the Environment of the Transportation Human Resources Development Agency made some lecturer/lecturer move to work to other UPTs, thereby reducing the number of permanent lecturer at the Inland Water and Ferries Transport Polytechnic of Palembang.	0,15	4	0,6
2	Competition between Public Universities (PTN) and Private Universities (PTS).	0,05	3	0,15

No	Factors of External Strategies	Weight	Rating	Weight x Rating
Opportunities				
3	The dynamics of technological developments in the transportation field require lecturer to focus more on the development of transportation technology.	0,05	3	0,15
4	Stakeholder demands on the quality of graduates make lecturer increase their competence in order to produce the best quality, especially in the field of river, lake, and crossing transportation.	0,15	4	0,6
5	Gaps in the income of cadet/student parents to meet the obligation to pay tuition fees.	0,10	3	0,3
Sub Total		0,50		1,80
Difference = (Opportunity - Threat)				0,20

Source: Analysis Results, 2022

The Cartecius diagram from the results of identifying these factors can be described in the following SWOT diagram:



From the figure of the cartecius diagram above, it shows that lecturer / lecturer are in Quadrant I, which is Growth. Quadrant I shows that lecturer are

in the development (Growth) of lecturer who can improve the adequacy of lecturer at the Inland Water and Ferries Transport Polytechnic of Palembang.

SWOT matrix for the development of lecturer at the Inland Water and Ferries Transport Polytechnic of Palembang (Korableva and Kalimullina, 2016). One of the four possible alternative strategies obtained above, the most appropriate strategy used by the Inland Water and Ferries Transport Polytechnic of Palembang in the development of lecturer, namely the formulation of an effective strategy finally obtained is the SO strategy, which is a strategy by using Strength to take advantage of the opportunities owned by the campus, namely lecturer can take part in the selection of scholarship admissions held by BPSDMP, collaborating with several public and private universities in order to improve the competence of lecturer, especially pedagogical and professional competencies such as ethical training, TOT 6.12 training, TOT 3.1,2, building E-Learning applications in the form of Learning Management Systems (LMS) and Carrying out training related to the use of distance learning (e-learning) so that lecturer can use the application and apply it in learning, participating in competition activities carried out between universities / official schools under the Ministry of Transportation. This is expected to motivate the campus to increase the competitiveness of lecturers through increasing the competence of lecturer, the Inland Water and Ferries Transport Polytechnic of Palembang proposes the needs of human resources, especially the needs of lecturer needed by the campus so that formations can be accommodated in the selection of new employee registration in the following year.

Based on the results of the SWOT analysis, the Inland Water and Ferries Transport Polytechnic of Palembang has strengths that can be used in certain strategies and take advantage of the right opportunities and simultaneously minimize or avoid weaknesses and existing threats. This position is very advantageous for the Inland Water and Ferries Transport Polytechnic of Palembang by improving the condition of lecturer above the average ability so that Inland Water and Ferries Transport Polytechnic of Palembang can develop lecturer competencies and produce qualified lecturers and be able to compete in the world of work.

c. Efforts to Improve Professional and Pedagogic Competence of Lecturer in Polytechnic Inland Water and Ferries Transport Palembang

Based on the SWOT analysis, it can be seen the efforts of professional and pedagogical competence of the lecturer of the Inland Water and Ferries Transport Polytechnic of Palembang, namely the Leader provides support to lecturer to participate in several lecturer activities following competency training both marine and general competencies and also assistance in employee training and research costs and community service with a budget from the available campus, providing some training to lecturer in improving the competence of lecturer so that the enthusiasm of lecturer continues to grow with the increasing competencies possessed, especially pedagogical and professional competencies, making scientific works both nationally and internationally in order to improve lecturer' competencies in pedagogic competencies and professional competencies and supporting to achieve campus targets in KPI BLU, providing remuneration guidance so that lecturer are more enthusiastic and loyalty to the campus is growing (Hakim, 2015).

4. Conclusions

The need for permanent lectures in Polytechnic Inland Water and Ferries Transport Palembang still needs to add permanent lecturers. In meeting the needs of permanent lecturer In Polytechnic Inland Water and Ferries Transport Palembang it is also necessary to consider the priorities of permanent lecturer based on the courses that need to be met. Based on the calculation of the number of lecturers measured from the learning curriculum of each study program, 18 (eighteen) lecturers are needed. In the competency course, a total of 12 (twelve) people become courses that have priorities and the second priority is 6 (six) people from the general course. The strategy for developing lecturer In Polytechnic Inland Water And Ferries Transport Palembang in fulfilling the needs of lecturer is to use Strength to take advantage of the opportunities owned by the campus, namely participating in scholarship admission selection held by BPSDMP, collaborating with several public and private universities in order to improve lecturer competencies, especially pedagogic and professional competencies, building and participating in E-Learning application training in the form of Learning Management System (LMS) and participating in competition activities carried out between universities / official schools under the Ministry of

Transportation which can motivate campuses to increase the competitiveness of cadets through increasing the competence of lecturer.

Efforts to improve the professional competence and pedagogical competence of lecturer at the Inland Water and Ferries Transport Polytechnic of Palembang, namely the Leader provides support to lecturer to take part in competency training both marine and general competencies, make national or international scientific papers, make community service research, continue the education level in order to improve the competence of lecturer in pedagogic and professional competence and support for **Polytechnics'** Key Performance indicator achievement

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