



## МЕЖДУНАРОДНЫЙ ОПЫТ ИНТЕГРАЦИИ ОБРАЗОВАНИЯ / INTERNATIONAL EXPERIENCE IN THE INTEGRATION OF EDUCATION

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### The Implementation of Academic Responsibility in Higher Education: A Case Study

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**Introduction.** Academic responsibility consists in the duty of higher education providers to their students. By implementing academic responsibility, these providers respond to the demands of their society. The purpose of this article is to explore and analyse: implementation of education and teaching; mentoring; service to the university; research, publication; community service and changes.

**Materials and Methods.** A qualitative research approach, employing the case study method, was used. Data were obtained from in-depth interviews from lecturers and students, field observations, as well as collating and reviewing documents.

**Results.** The results of the study show that, in the implementation of education and teaching, the planning stage refers to the process of drafting the semester lesson plan. Student-centred active and participatory learning models are maintained; in mentoring, the guiding process simultaneously combines academic guidance, career guidance and personal-social guidance. While service provision is prioritised as one of the important educational aspects, in the implementation of research, it improves the ability of lecturers to research; in publications, to meet writing standards, peer assessment standards and documentation standards; in community service, it consists at the level of how to devote the knowledge possessed by the academic community to the progress of society; in change leadership, it involves technology, structure and human resources.

**Discussion and Conclusion.** There is a commitment to support the implementation of academic responsibility of higher education through engagement in teaching, mentoring, serving the university, discovering, publishing, truth-telling, serving the community and leading change. This academic process shows the value of commitment to a better quality of higher education.

*Keywords:* academic responsibility, higher education, university teaching, university research, community service

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## Реализация академической ответственности в высшем образовании: ситуационный анализ

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**Введение.** В условиях очередной промышленной революции экономическая конкуренция основывается не на природных ресурсах, а на технологических инновациях. Университетам необходимо выработать стратегии, чтобы вписаться в новую развивающуюся технологическую платформу. Институциональные изменения в вузах приводят к трансформации взаимоотношений, стиля лидерства и выработке общих ценностей между университетским сообществом и всеми заинтересованными сторонами. Целью данной статьи является исследование и анализ внедрения новых методов образования, наставничества, научно-исследовательской и публикационной деятельности в главном университете Индонезии.

**Материалы и методы.** Исследование проводилось среди членов профессорско-преподавательского состава Государственного университета Джакарты. Участники определялись с помощью целевой выборки. В работе были использованы качественные методы исследования: ситуационный анализ (кейс-стади), глубинные интервью, полевые наблюдения и анализ документов.

**Результаты исследования.** Проведенное исследование позволило авторам сделать следующие выводы: при разработке стратегии образования в университете большую роль играет планирование, которое заключается в составлении планов занятий на семестр и разработке моделей интерактивного обучения, ориентированных на вовлечение студентов в научно-исследовательскую деятельность. В наставничестве процесс руководства сочетает в себе академическое руководство, профориентацию и личностно-социальное руководство одновременно. Авторы отмечают, что планирование в сфере учебной деятельности расставляет акценты с учетом новых реалий, в сфере исследований – улучшает мотивацию преподавателей к научно-исследовательской деятельности, а в сфере публикаций – совершенствует качество академического письма, экспертной оценки и документации.

**Обсуждение и заключение.** Авторы рекомендуют расширить проведенное исследование на другие высшие учебные заведения Индонезии и привлечь студентов в качестве полноценных участников научных исследований в университете. Все эти методы позволят повысить качество высшего образования в Индонезии.

*Ключевые слова:* академическая ответственность, высшее образование, университетское преподавание, университетское исследование, общественная работа

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### Introduction

In an era characterised by globalisation and the Fourth Industrial Revolution, the role and function of higher education institutions should be based on an understanding that the competitive resources of countries have shifted. The competition of economic products in the world market is no longer primarily based on natural resources, cheap labour and other relative goods, but rather on technological innovation and creativity in the field of science and technology [1]. In order to carry out their roles and functions, universities have certain academic duties. Kennedy defines academic duty as the necessary counterpart to academic freedom, albeit much more rarely cited. According to Kennedy, academic responsibilities that must be un-

dertaken by universities include teaching, mentoring, serving the university institution, discovering, publishing, truth-telling, reaching beyond the institutional walls and managing change [2]. Gillespie et al. and Seidel define the scope of higher education as comprising research, teaching and service [3–5].

In responding to current trends in campus development, it is necessary that the university's mission of providing higher education be redirected and expanded. The campus not only forms the centre of the development of science and technology but also the development of moral and cultural change in the spirit of innovation [6]. The fundamental changes required on the part of an education institution in order to improve its university quality rankings require a di-



rected strategy. To realise this, a comprehensive and complex programme of institutional change is needed that transcends organic organisational development. What makes higher education institutions different from other socioeconomic institutions is their status, as established by the academic community, having with a collegial character and upholding academic values in order to improve the education of the nation's youth.

The key to changing an education institution lies in implementing fundamental changes in order to produce academic, economic and social values. Institutional changes include redesigning or aligning systems, structures, strategies, staff and stakeholder relationships, skills, leadership styles and shared values. The institutional change efforts carried out are aimed at restoring the role and function of higher education institutions in order to optimally play a role in creating academic excellence for education, contributing to science, supporting industrial relations and conducing to community empowerment. The notion of faculty work has broadened to involve additional roles including grant writing, fundraising, public relations, global perspective, civility and developing inclusive communities.

*Purpose of the Study.* The purpose of the study was to discover and analyse the implementation of: (1) teaching; (2) mentoring; (3) service to the university; (4) research; (5) publication; (6) community service; and (7) change leadership at the State University of Jakarta (Indonesian: Universitas Negeri Jakarta, commonly abbreviated as UNJ).

### Literature Review

Academic responsibility consists in the duty of higher educations to their students. Higher education institutions generally exercise this responsibility in carrying out various activities. Responsibilities can be defined in terms of obligations to perform certain tasks and assume certain duties [7]. Meanwhile, Laudon & Laudon suggest that responsibility is a key element of ethical action. Responsibility means accepting the potential costs, duties and obligations stemming from decisions taken [8]. Individual responsibilities as part of a group consist

of work preparation, work support and work control [9]. Academic work, which is necessarily located in a social context, can be physical, cognitive and social, focusing on inquiry, scholarship and teaching in order to further human knowledge and understanding, as well as contributing towards social and economic well-being [10]. Kennedy argued that the more rarely cited counterpart of academic freedom consists in academic duty. Thus, academic responsibility in higher education consist in an obligation, duty, function and hope that must be carried out in the academic field with commitment leading to results above or beyond the expectations of the institution, to satisfy the needs of achievement and increase self-esteem in order to achieve the predetermined goals carried out by the institution.

Bentley and Kyvic examined how lecturers use their time for teaching, research and service assignments. According to their research, lecturers spent 40 percent of their time teaching, 32 percent researching, 14 percent on administration, 7 percent on service provision and 6 percent on other activities [11]. Crespo and Bertrand's research using survey data in Canada found that lecturers spend more time teaching than researching (44.1 percent – teaching; 35.2 percent – research; 5.8 percent – administration and 14.8 percent – service assignments) [12].

According to Wals and Jickling, it is the responsibility of higher education providers to continue to challenge science with the values of critical thinking. Part of the exercise of these responsibilities consists in involving students/academics in social-scientific discourses. Wals and Jickling's research found that education consists in a broad concern for the future of the earth and various aspects of human relations with society and the environment; for them, higher education must present diverse discourses. This can only be achieved if universities use inclusive language when describing educational activities [13].

In addition, Barth et al. found that competency is needed by all academics within the framework of sustainability in higher

education [14]. The results of their study showed that the development of key competencies in higher education is based on both cognitive and non-cognitive aspects and is closely related to a number of contexts. By combining formal and informal learning arrangements in higher education as part of a new learning culture, diverse contexts can be developed and competencies improved. The implication here is that the acquisition of competencies in higher education settings has several key aspects. The present research was based around an investigation of academic responsibility in higher education at Universitas Negeri Jakarta, Indonesia.

### Materials and Methods

The story of the State University of Jakarta began when the Presidential Decree No. 1, 1963, stipulated that the faculty of education of Universitas Indonesia, Institute of Teacher Education (ITE) and other education institutions and systems at that time should be integrated into one institution referred to as the Teacher Training and Institute (TTI) Jakarta. The decree officially came into effect on 16 May 1964. This also marked the birth of IKIP Jakarta. Due to the extension of the mandate given by the Ministry of Education and Culture in 1999, IKIP Jakarta transformed itself into Universitas Negeri Jakarta (UNJ). Developing sciences, technology, arts, languages, sports and humanities with its main core business in the field of education, the UNJ became one of the leading state universities in Indonesia, integrating higher education with other academic disciplines. In 2009, UNJ succeeded in gaining the status of a public service agency (PBA).

The research was carried out taking a qualitative approach, using the case study method to explore and analyse the implementation of academic responsibilities of higher education at Universitas Negeri Jakarta (UNJ). The purposive sampling technique was used to obtain survey data from participants consisting of the Vice-Rector of UNJ, the Head of the Institute for Educational Development and Quality Assurance (IEDQA), the Head of Research

and Community Service Institution (RCSI), a number of Deans at the faculty level, Study Programme Coordinators, as well as various lecturers and students.

When taking a qualitative research approach, the main instrument is the researcher him- or herself. There were seven steps involved in the research process [15], discussed in detail as follows. Firstly, *selecting a problem*. This step consisted of selecting a problem seen as sufficiently consequential to warrant investigation. Secondly, *reviewing the literature on the problem*. During this step, the researchers thoroughly reviewed the relevant literature in order to gain more understanding and insight into the problem and to determine what research might already have been carried out. Thirdly, *designing the research*. Here the researchers set out plans on how to conduct research in order to answer the question. The design consisted in the researchers' plan for the study, which included the method to be used, what data would be gathered, where, how, and from whom. Fourthly, *collecting the data*. This step involved executing the research plan. The researchers had a toolbox of data-gathering techniques, including in-depth interviewing, participant observation and document analysis. Fifthly, *analysing the data*. The data collected in the research were analysed. Qualitative data generally took the form of words (descriptions, observations, impressions, recordings and the like). The researchers organised and categorised or coded the large mass of data so that they could be described and interpreted. Although qualitative researchers do not deal with statistics, analysing qualitative data is a time-consuming and painstaking process. Sixthly, *interpreting the findings and stating conclusions*. In this stage, the researchers tried to interpret the findings in terms of the stated research problem. The researchers presented their interpretations and explanations in a narrative form, avoiding probabilistic explanations but instead trying to emphasise the *trustworthiness and credibility* of the findings. Seventhly, *reporting results*. The researchers made their procedures, findings and conclusions available in a form intelligible to others who might



be interested. This involved clearly and concisely presenting the steps in the study in sufficient detail that another researcher could replicate it.

When analysing the data, a five-step data analysis procedure proposed by Yin [16] presented in Figure 2 below was used. Analysis begins with *compiling* or sorting the field notes amassed from fieldwork and other data collection activities. Since these notes had been refined on a nightly basis, it was possible to separately amass notes from archival sources. This phase therefore consisted in putting them into some order, leading to the production of what can be described as a database. The second phase or procedure, referred to as *disassembling*, consisted of breaking the compiled data down into smaller fragments or pieces. This procedure was accompanied by assigning new labels or “codes” to the fragments. The disassembling procedure was repeated many times as part of a trial-and-error process of testing codes, accounting for the two-way arrow between these first two phases. The third phase was considered in terms of a *reassembling* procedure. The rearrangement and recombination processes were facilitated by depicting the data graphically or by arraying them in lists and other tabular forms. The fourth phase, described as *interpreting*, included using the reassembled material to create a new narrative, with accompanying tables and graphics where relevant, that would become the key analytic portion of the draft manuscript. This fourth phase may be considered as applying to the reassembled data. The fifth and final phase, considered in terms of *concluding*, required conclusions to be drawn from the entire study. Such conclusions related to the interpretation in the fourth phase and through it back to all of the previous phases of the cycle. Lincoln and Guba’s criteria were used to improve the accuracy and the rigour of the findings, including credibility, dependability, conformability and transferability [17]. Here researchers seek four criteria. To support credibility, the investigators demonstrate that the picture of the phenomenon under scrutiny is plausible. In addressing transferability, they provide the fieldwork context

in sufficient detail for a reader to be able to decide whether or not the prevailing environment is different to another situation which is familiar to him or her and whether the findings can justifiably be applied to the other setting. In order to conform to the criterion of dependability, the researchers strove to equip a future researcher to repeat the study. Finally, in order to meet the criterion of conformability, the researchers took concrete steps to demonstrate that the findings emerged from the data rather than their own predispositions.

### Results

*Teaching.* Teaching-learning activities begin with creating a learning plan, proceed with learning activities and end by applying controls. Thus, in order to obtain a Programme Learning Outcome (PLO), guidance and a minimal criterion rule were applied to learning activities. The minimal criterion of learning activities consisted in the characteristics of the learning process, learning plan, learning activities, learning monitoring and student learning load. Every department developed learning activities which were interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centred. UNJ provided training to lecturers to enhance learning qualities in every department.

As the process of preparing a learning programme, the learning plan started with a formulation of Basic Competencies (BC), Competency Standards (CS), determining learning strategies that would be implemented, including: allocation of time resources, determination of lecture material, as well as selecting facilities and media needed to support the achievement of competency standards set. The implementation of the learning process carried out between lecturers and students leads to quality learning outcomes. The implementation of education and teaching in UNJ carried out every semester was referred to the Quality Assurance Group (QAG). Supervision of the learning process was conducted in order to ensure the properly functioning and qualified implementation of learning. Oversight of learning included

monitoring, supervision and evaluation, as well as a monitoring report and follow-up to the results of monitoring and evaluation. QAG carried out regular and continuous monitoring and evaluation of the implementation of the teaching process. Routine monitoring checks were carried out three times a year, as well as in the first month of the lecture, before the implementation of the mid-west and during the last week of the lecture programme.

*Mentoring.* Jakarta State University provided service via units such as TSU (Technical Service Units) and GCI (Guidance and Counselling Institutions), consisting of service units aimed at facilitating the learning process and providing necessary services to the learning community. The role of the TSU-GCI consisted in an institution for helping students to develop their personal, social, learning and career potential, as well as to overcome developmental barriers that affect academic success during lecture series and future planning. The form of assistance provided was guidance and counselling services from a multicultural perspective. UPT LBK functions include: pedagogical psychological assessment services for students and employees, professional and lecturer development services, guidance and psychoeducation services, counselling and consulting services, as well as the facilitation of training and workshop services.

Mentoring services were intended for students at universities to support their success in education, potential development, and future careers. Services provided include potential mapping, problem mapping, psychological assessment for tracking interests and talents, consultation and counselling, peer counsellor, and psychoeducation services in the form of workshops for learning skills. Additional mentoring services included time management, learning attitudes, anxiety, concentration, coping with procrastination, team building, stress management, progressive relaxation, interpersonal relations, lecture adjustment, as well as self-help services for study skills provided through the *Tanya Binga* website.

The university provides three main types of guidance to help its students. These consisted of academic guidance, career

guidance and social-personal guidance. Academic guidance, primarily aimed at enabling students to complete their studies on time, was carried out by academic supervisors (AS), consisting of lecturers who were appointed and assigned the task of guiding a particular group of students to complete their studies as efficiently as possible according to their individual potentials and general conditions. In the area of career guidance, UNJ prepared students to be ready to plunge into the world of work. Academic skills were prepared by Vice Rector I for Academic Affairs, while Vice Rector III prepared soft skills. These soft skills, which are not directly taught by the university but rather are practiced directly by students, organisation, leadership, design of activities, lobbying and communication. UNJ provided flexibility for students within the guidance provided by the university. Guidance was provided according to the direction of the programme as well as students' individual talents and aims. Social and personal guidance consisted of assistance given to students in solving complex and confidential/personal problems, for example, family problems, friendships, ideas, etc. Personal counselling was given to students in facing their own internal struggles, self-regulation, physical care and free time. Conversely, social mentoring consisted of guidance in dealing with and solving personal-social problems, such as self-adjustment, dealing with conflict and social adaptation.

*Serving the university.* UNJ aims to implement customer service excellence. Three determinants of customer service excellence are people, processes and technology. In order to support the main process of higher education, human resources including both educators and noneducators are seen as important factors. Human resource services included selection/recruitment, educators and new education personnel, appropriate placement processes, career development processes, training and self-capacity building processes, discipline enforcement, as well as awarding and retirement preparation process.

Related to student services, the presence of lecturers was monitored by means



of reports delivered directly to the relevant supervisor, department coordinator, dean and rector. Thus, lecturers were responsible for being present on campus to fulfil the necessary tasks and functions. The National Higher Education Standards provided the reference in terms of community service provision. Even the services provided had exceeded the standards provided by National Standard of Higher Education (NSHE). There are seven standards that serve as guidelines for UNJ services in serving all stakeholders, namely: (1) vision, mission, goals, objectives and achievement strategies; (2) civil service data, leadership, management systems and quality assurance; (3) students and graduates; (4) human resources; (5) curriculum, learning, and academic atmosphere; (6) financing, facilities and infrastructure, and information systems; (7) research, community service and cooperation.

In order to provide these services, UNJ formulated Standard Operating Procedures (SOPs) for each type of service so it can be clearly seen who is responsible for doing what. However, with the existence of SOPs, the implementation of services did not depend on who did it.

Information management activities included provision of information system facilities and infrastructure and telecommunications network backbone, which enabled the entire main process of higher education to be accessed quickly, accurately and reliably. The information system model guaranteed that services to the public were not stopped due to damage to telecommunications networks and errors in information systems. The UNJ

had also developed a general blueprint for university information technology (IT) development aimed at supporting the *tri dharma* (three mission) process of higher education. In addition, IT was increasingly used for learning itself, with e-learning and blended learning approaches having already been implemented by several faculties [18; 19].

*Discovering.* UNJ was always proactive in preparing its research development plans. The development plan set out for the next five-year period has also been ratified by the Jakarta State University Research Institute Leadership Meeting named the 2016-2020 Research Master Plan (RMP) of Jakarta State University, abbreviated as 2016-2020 RMP. UNJ had 8 leading research themes, namely: (1) Educational Technology; (2) Environmental Education; (3) Maritime Education; (4) Neuro Pedagogics; (5) Child Protection Education and Women's Empowerment; (6) Science, Technology and Sports; (7) Arts, Social and Humanities; (8) Creative Economy and Small and Medium Enterprises. Together, these comprise a research umbrella, covering all research themes and activities worked by lecturers and students, and under which their basis for discoveries is delivered.

The direction of UNJ's research was in line with the approach that is set out in the UNJ Strategic Planning and the Ministry of Research and Technology Strategic Planning documents. On that basis, research at UNJ emphasised the involvement of its lecturers in research activities. During 2013-2015, the involvement of lecturers in research at UNJ continued to increase, as presented in Table 1 below:

Table 1. Number of Lecturer Engagement in the 2013-2015

Source of Funds	Number of Lectures		
	2013	2014	2015
DIPA UNJ	2010	280	454
DIPA DITLITABMAS	50	73	80
Cooperation	10	15	52
Grant (BOPTN)	55	–	–
Total	325	368	586

Source: RMP of UNJ 2016-2020.

*Publishing.* The results of research can consist of teaching materials, models, works of art, social engineering and others things. The indicator of the research was the direct or indirect applicability of the results of the research in terms of its acceptability by an end user. To achieve this goal, research results must be disseminated or published systematically. Research results are disseminated in the form of scientific writings in journals whether published locally (on-campus), nationally or internationally. The results of the study comprised a dynamic pattern of development. With the determination of the research roadmap, the dynamics of the conducted research would still have a path that provides direction and aim. Based on data from the 2016-2020 UNJ RMP (Research Master Plan), the volume of research sent to journals for publication, both national and international, continues to increase, as presented in Table 2.

*Serving the community.* Community service was delivered according to two main elements. Firstly, by lecturers, who also had an obligation to carry out the *Tri Dharma* of higher education, and secondly by students. The service programme's direction towards community development was no longer seen in terms of creation but rather in terms of developing, empowering and changing paradigms. The first requirement was building a community. In this context, it was no longer creating but empowering that was seen as central. This empowering process was seen as more important due to the ready development of technological innovation. If creation was

seen as part of the process of developing community service, in the future it would increasingly need to be based on research. Related to UNJ's vision and mission, its relevance was to create an institution able to compete in the midst of the era of globalisation. By encouraging lecturers to take the time to provide community service because the *Tri Dharma* of higher education is placed above vision and mission, is a campus community, the faculty community – especially lecturers – is expected to be able to provide services in accordance with their respective fields of knowledge.

In the process of community service, no specific topic was predetermined, with lecturers able to take any topic. For example, how do teachers understand the 2013 curriculum? In its implementation, lecturers who conducted community service with the theme share the tasks. Thus, one lecturer might perform a service on how to make a good lesson plan, while other lecturers would then create or develop learning models that were in accordance with 2013 Curriculum (C13), lecturers who conducted training on authentic assessment and so on. The target of the service programme could not be separated from the results of the research. Therefore, lecturers – for example, those from MIPA (natural science) and technique – do community service based on the results of their research. Overall, the results of community service activities are aimed at satisfying the target community, changing attitudes, knowledge and skills in the community, as well as utilising science and technology on an ongoing basis, creating enrichment of learning and/or learning

**Table 2. Number of Researchers, Titles and Journals 2013-2015**

Year	Sum of Researcher	Sum of Title	Sum of Journal	Level of Journal			
				International	National Accredited	National	Local
2013	125	125	20	22	6	80	17
2014	140	140	25	40	4	90	6
2015	150	150	30	72	8	67	3
Total	415	415	75	134	18	237	26

Source: RMP of UNJ 2016-2020.



resources, while overcoming social problems and policy recommendations that can be utilised by all stakeholders.

*Leading change.* One of the changes made was in the field of Information and Computer Technology. Technological change was the implementation of advances in science and technology. Initially, the technological change was presented because there was a request from students to the leadership, to the rector, to provide campus Wi-Fi. The goal was to be able to access the Internet in order to enrich educational materials and literature. Technological change enabled increased productivity of lecturers and education staff, reengineering of business processes and the ability of lower-level employees to carry out higher-level work through information system support. It is seen that the latest developments in computerised systems have changed the structure of resilience in educational institutions.

Structural changes involved structural variables such as reporting relationships, coordination mechanisms, empowering workers, or redesigning jobs. The Jakarta State University (UNJ) developed and implemented a system of accountability for the management and implementation of clear, measurable and accountable national education, which was useful and successful in realising its mission, vision and purpose. In order to realise the above, the University of Negeri Jakarta (UNJ) compiled a report on the implementation of the programme activities and budget management as outlined in the form of the Performance Accountability Report of Government's Agency (PARGA).

The process of developing institutions to become more competitive has consequences for changes in human resources. The institution identified strategic values in development so that they could become a superior concept compared to other institutions. Changes in human resources included changes in attitudes, expectations, perceptions and behaviours. Organisational development is a term used to describe methods of change that focus on humans and the nature and quality of interpersonal work relationships.

### **Discussion and Conclusion**

The results of the study found that education and teaching planning is an important aspect of the whole process of education and learning at UNJ. Good planning refers to the process of drafting the LP (lesson plan). The preparation of the LP refers to the standards set by the Ministry of Research, Technology and Higher Education (MRTHE) of Indonesia. While teaching is generally seen as something that is done to facilitate learning, for Reigeluth and Carr-Chellman, teaching cannot be defined separately from learning. Teaching consists in guiding and facilitating learning, allowing students to learn how to learn, establishing the conditions for learning. Real learning occurs when individuals grow, develop or mature in a number of respects related to teaching and certain content [20]. Real learning occurs when individuals grow, develop or mature in a number of respects related to teaching and particular content. The findings of this study are in line with Carnell's view, which suggests that the learning approach is centred on transformations that change learning involving aspects including lecturers and students as joint learners; knowledge is built collaboratively; learning takes place under conditions of dialogue; learning itself is the focus of learning. Community learners help fight pressure that can hinder effective learning [21].

In order to improve teaching, it is better to have many active researchers and to strengthen research activities through interactions between researchers and students. This relationship is characterised by the postgraduate research level activity. When teaching does not involve research, then it is not, ipso facto, university teaching [22].

This study shows that significant benefits result from effective mentoring. Mentoring is considered to be very important for student success. For example, guidance is useful for acquiring knowledge, increasing technical competence, increasing behavioural competencies, planning and achieving specific career goals, increasing self-awareness, increasing visibility, obtaining a better understanding of the organisation,

clarity of personal goals, increased self-confidence and intellectual challenges [23].

Teaching and mentoring emphasise the work of learning facilitation. Teaching successfully in the learning activities do not guarantee success in mentoring; however, the practice of good teaching does inform good mentoring, and vice versa [24].

Looking at the views of Bringle and Hatcher, the commitment to support services as an integral aspect of higher education consists in an effort to ensure that community learning and involvement services are integrated into work and academic culture [25]. In order to improve service, the steps that need to be taken by UNJ, as suggested by Bringle and Hatcher are to: (1) carry out regular strategic planning; (2) create and develop centralised services that are not only to develop each of these elements of service; (3) increase the commitment of institutional budgets to support the development of learning services; and (4) strengthen commitment to serve learning with and maintain academic integrity. Excellent service consists in a service orientation for higher education so that it continues to exist and establish good relations with stakeholders. Basically, quality academic services will help to develop quality human beings in terms of students who are able to compete with globalisation. Student satisfaction becomes the benchmark of a college in providing services to students.

Universities must be flexible in their course content in order to serve their customers in a market environment. Although traditional principles in course design are still needed for a well-rounded understanding, universities must offer courses that reflect new trends and technology. Higher education should provide classes and degrees that will prepare their students with the knowledge to succeed in this field because of specific needs in the job market for specific sets of skills [26].

Research activities should be continued or developed. The results of existing research can be disseminated to several universities. This is necessary to avoid repetitive research; thus, the results of research that has been carried out can be

used as a reference for further research both for the researchers themselves and other researchers. Research at UNJ also needs to promote collaborative research, both with other research institutions, other universities or with industry. This finding is in line with the view of Dundar and Lewis who stated that the productivity of academic research is very closely related to the existing programmes in the faculty. Nonetheless, the addition of staff to the programme will achieve improved research performance because they increase their academic staff; however, at a certain level, the research products from faculty members will start to decrease [27].

Involving 'students as researchers' in higher education is a pedagogic approach towards supporting students in their engagement with undergraduate research within and/or beyond the formal curriculum with the purpose of advancing their own understanding and knowledge – in some cases, contributing to the broader knowledge base of their discipline. A pedagogic approach is a descriptive term, rather than relating to the students themselves [28].

In essence, research will lose value if not published. The results are disseminated to colleagues so that they can be examined and used for the advancement of science and employment. Publication can also disseminate the results of research to the public and policymakers so that they can use it to make decisions related to funding and applied practice.

Publishing scientific work is considered the most important thing by researchers who exchange scientific knowledge. Through this publication activity, they share their productions to enrich scientific and societal contributions. At present, scientific research of high quality, which has intellectual originality, has become a prerequisite for quality metrics and university prosperity. Competitiveness includes the aim to publish in journals that have high impact factors. A publication that has a high international impact factor has become a standard for university classification in accordance with the contribution of faculty members to publishing in scientific journals [29].



Research programmes carried out in higher education are aimed at producing truly high-quality and useful products. Meanwhile, the community service programme is more directed towards the use and application of research results and the results of education in higher education. For community empowerment and welfare, these three aspects are summarised in a unified curriculum.

Community service is a hallmark of higher education. Community service is of the view that the success of a campus is not only seen from the science and technology that is growing rapidly on campus. However, it is also increasingly clear to what extent technology and science can be applied to society. People feel the benefits so that they improve the standard of living of the community itself. Public universities need to create programmes according to their experience of university–community relationships and transition to making engagement more central to the core of the institution. Through such progress, higher education can continue to contribute fully to the advancement of the country as stronger, wealthier and more equitable [30].

Community service consists in community development work aimed at developing human life in order to transform their existing conditions of powerlessness and act as a collective to transform human conditions. This work begins with the personal empowerment of members of the community to participate in and express themselves in the decision-making processes, forming the cornerstone of the community development process aimed at bringing about social change [31].

Management plans change according to what elements in the organisation need to be changed. In this connection, Leavitt argues that organisations can be changed through structural approaches, technological approaches and people approaches [32]. In making changes to the stages and studies of strategic factors that influence the success and failure of a change, it is also very important to learn, so that educational institutions in the transformation process conduct learning aimed at achieving success in transforming existing institutions into high-quality and highly competitive universities.

The higher educational sector is faced by globalisation involving strong competitive pressures. Therefore, professional management structures and an entrepreneurial style of leadership are increasingly needed. Education institutions have been transformed into learning organisations according to the lifelong learning concept, while knowledge management has become the leading tool in building competitive advantages. High education institutions are being pushed forward by the need to maintain competitiveness.

Transformation and changes made by a college or universities will succeed if there is a high commitment from all university stakeholders. In addition, another element that plays a fundamental role consists in strategic planning, since the development of education comprises planned change. Therefore, accuracy in formulating strategies in strategic planning has an important role in supporting transformation in higher education.

In accordance with the findings, the participants were committed to supporting the implementation of academic responsibility of higher education through engagement in teaching, mentoring, serving the university, discovering, publishing, truth-telling, community service and leading change. Involvement in academic responsibility and the lecturers' own experiences in this academic process shows the value of commitment to improved quality in higher education. Despite cultural and practical challenges, on the whole, the lecturers demonstrate academic, social and cognitively-meaningful involvement in the academic responsibility of higher education.

The findings of the study are obtained from the experiences of lecturers as practitioners in academic responsibility in an Indonesian university. Therefore, further work is required on other populations, particularly the experiences of students and administrative staff in order to gain a more comprehensive picture of academic responsibility. Additionally, evaluation research should be undertaken to evaluate the implementation of the academic responsibility of higher education. Case studies are also needed to explore the use of different strategies to support academic responsibility in higher education.

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