

Strengthening Professional Values of Non-ASN Lecturers through Character-Based Basic Training: Evidence and Future Research Directions

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ABSTRACT

Strengthening professional values is an essential aspect of lecturer professional development, particularly for non-state civil servants (non-ASN) lecturers who must adapt to institutional culture while fulfilling the Tri Dharma of higher education. This study aims to analyze the implementation of basic education and training for non-ASN lecturers and identify future research directions related to professional values in higher education. A qualitative descriptive case study was conducted involving 145 non-ASN lecturers. Data were collected through participatory observation, document analysis, and institutional reports, and analyzed descriptively. Future research trends were identified through a Scopus AI-assisted synthesis of Scopus-indexed publications. The findings indicate that the programme effectively integrated five core values Pancasila, scientificity, entrepreneurship, inclusiveness, and lifelong learning through role modelling, value internalization, learning integration, and reflective practices. These initiatives strengthened lecturers' professional identity, integrity, collaboration, adaptability, and institutional commitment. The literature synthesis further revealed five emerging research themes: curriculum development, leadership and ethics, community-based learning, cultural and institutional contexts, and interdisciplinary approaches. The study contributes to the development of character-based professional development programmes and provides recommendations for improving orientation programmes for new lecturers in higher education.

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1. Introduction

The transformation of higher education in the twenty-first century has intensified the demand for universities to develop high-quality academic human resources capable of responding to technological advancement, globalization, and increasing public accountability. Universities are expected not only to produce graduates with strong disciplinary competence but also to cultivate an academic culture characterized by professionalism, integrity, collaboration, innovation, and lifelong learning (Boonyarit, 2021; Çiftçi & Karadağ, 2022; Harrison & Laco, 2022). Consequently, lecturers are expected to perform not only as educators, researchers, and community service providers but also as role models who internalize institutional values in implementing the *Tri Dharma* of higher education (Chaaban et al., 2023; Ezeofor et al., 2022).

Professional values have increasingly become a strategic component of lecturer professional development. Previous studies indicate that sustainable professional development should integrate ethical awareness, organizational commitment, integrity, collaboration, and lifelong learning to improve teaching quality and institutional performance (Ambon et al., 2024; Arthur, 2024; Mouta et al., 2024). Professionalism is therefore no longer interpreted solely as mastery of disciplinary knowledge but also as the ability to consistently demonstrate professional values in academic practice.

These challenges are particularly relevant in Indonesia, where the number of non-state civil servant (non-ASN) lecturers continues to increase. Compared with civil servant lecturers, non-ASN lecturers frequently experience differences in employment systems, career development, institutional orientation, and professional coaching, potentially affecting organizational commitment and the internalization of institutional values (Laksono et al., 2021; Ramaditya et al., 2023; Syahputri & Bakti, 2026). Therefore, universities require structured orientation programmes that facilitate not only administrative adaptation but also the development of professional identity and organizational culture.

Basic Education and Training (*Diklat Dasar*) has become one of the primary institutional strategies for supporting this transition. Beyond introducing university regulations and administrative systems, the programme is intended to strengthen integrity, professional ethics, institutional commitment, and character-based professionalism through structured learning experiences (Junjunan, 2020; Marantika et al., 2024). At Universitas Negeri Surabaya (UNESA), the programme integrates five institutional values Pancasila, scientificity, entrepreneurship, inclusiveness, and lifelong learning as the foundation for strengthening lecturers' professional identity. These values are internalized through role modelling, value cultivation, reflective learning, and character integration within academic activities.

Although lecturer professional development has received increasing scholarly attention, several important research gaps remain. First, previous studies have generally examined professional competence, organizational culture, character education, or effectiveness separately, with limited attention to how these

dimensions interact in strengthening lecturers' professional values. Second, most studies evaluate training programmes primarily in terms of participant satisfaction or competency improvement rather than examining the process of value internalization through organizational culture. Third, limited research has integrated empirical findings from institutional training with global research trends to formulate evidence-based future directions for lecturer professional development. These gaps indicate the need for a more comprehensive framework that explains how character-based training contributes to sustainable lecturer professionalism.

To address these gaps, this study integrates empirical evidence from the implementation of Basic Education and Training for non-ASN lecturers with an AI-assisted synthesis of Scopus-indexed literature. Unlike previous studies that mainly describe programme implementation, this research proposes an integrated perspective linking character education, organizational culture, and professional values within lecturer professional development. This integration constitutes the principal novelty of the study by extending competency-based professional development toward a character-based institutional model for strengthening lecturer professionalism.

Accordingly, this study aims to (1) analyse the implementation of Basic Education and Training for non-ASN lecturers in strengthening professional values at Universitas Negeri Surabaya; (2) examine the process of professional value internalization through institutional training practices and organizational culture; and (3) identify future research directions through a Scopus AI-assisted literature synthesis. The findings are expected to contribute theoretically to the literature on lecturer professional development and character education while providing practical recommendations for designing sustainable orientation programmes in higher education.

2. Method

This study employs a qualitative descriptive case study design to explore the implementation of basic education and training for non-ASN UNESA lecturers in strengthening professional values. This approach was chosen because it allowed researchers to obtain a comprehensive picture of the implementation process. This material on strengthening professional values or character education is one of the core materials for the activity. This research aims to represent the implementation and future direction of the implementation of basic education and training of non-ASN lecturers in strengthening professional values.

This research was conducted on July 14–19, 2024, in Batu City, East Java, Indonesia, as part of the implementation of basic education and training for non-ASN UNESA lecturers (Unesa, 2024). All training participants were used as a source of data using the total sampling technique, so that the study involved 145 non-ASN lecturers, consisting of 83 women and 62 men. All participants participated in a series of training courses that focused on strengthening professional values, institutional character, academic work culture, professional ethics, and lecturer competency development in accordance with university policies. The instrument of this research was the direct observation of the researcher and the secondary data source of the report on the implementation of activities made by education and training maintainers at UNESA (Karwanto et al., 2024). Research data were obtained

through several complementary data collection techniques, namely participant observation, document analysis, material from sources, and reference studies based on Scopus data. Data analysis method in description.

In addition to analyzing the implementation of the programme, this study also explored future research directions regarding lecturers' professional values. The analysis was carried out using Scopus AI as a literature synthesis tool (Farias et al., 2021). The researcher adopted the phrase "Future Research Direction Lecturers in Strengthening Professional Values" to describe the future research direction departing from Scopus AI. This is in line with the statement that Scopus AI integrates artificial intelligence with reliable data from Scopus to help researchers find answers based on references published by journals indexed in the Scopus database from 2003 to the present (Scopus, 2025). Scopus AI is an artificial intelligence technology that generates the synthesis of indexed documents based on specific instructions (Cora et al., 2024), utilizing the Scopus database (Nogueira, 2025) to create an interaction concept map (Pinilla & Rubilar, 2024), which is the world's largest repository of abstracts and multidisciplinary citations (Pretolesi et al., 2025) and is used as the basis for this research. The research methodology involves comprehensively extracting bibliographic metadata from the Scopus database to analyze longitudinal trends and collaborative structures in artificial intelligence research (Campedelli, 2020). This process uses quantitative metrics, such as the frequency of publications and number of citations, to evaluate the impact of specific research results and identify intellectual relationships within disciplines (Yaseen & Alnakeeb, 2023). In addition, the visualization enables the identification of developing thematic trends and core research clusters that determine the current direction of development of the field of study (Kavitha et al., 2024). This layered approach integrates bibliometric coupling and shared citation analysis to uncover the evolution of research clusters and the structural dynamics of intellectual exchange within the domain of artificial intelligence (Slimani et al., 2024). This systematic methodology ensures that the data obtained provide a comprehensive picture of the global research landscape (Zaidi et al., 2023).

3. Results and Discussion

Results

Basic Education and Training Implementation Analysis

The results of the study revealed that the implementation of Basic Education and Training for 145 non-ASN lecturers at Universitas Negeri Surabaya (UNESA) plays a strategic role in strengthening lecturers' professional values through the internalization of institutional culture. Analysis of observation notes, programme documents, and implementation reports showed that the programme consistently integrated five institutional values, namely Pancasila, scientificity, entrepreneurship, inclusiveness, and lifelong learning, into all learning activities. These values were implemented through lectures, collaborative discussions, mentoring sessions, reflective activities, and institutional assignments, enabling participants to understand not only the conceptual meaning of each value but also its practical application in carrying out the *Tri Dharma* of higher education.

The findings also indicate that character education was not delivered as an independent subject but embedded throughout the training process. This approach

encouraged participants to reflect on institutional values in academic decision-making, collaboration, and professional responsibilities. Such findings support previous studies which argue that integrating character education into institutional activities is more effective than providing ethics instruction separately (Gunada & Suastra, 2023; Hidayati et al., 2020). Through this strategy, the programme contributes to strengthening lecturers' integrity, professionalism, and organizational commitment. The integration of these values into activities has the potential to strengthen moral values (Radjib et al., 2024) for educators in higher education.

The implementation of character education involved four main strategies: exemplary (*uswatun hasanah*), value instilling, integration of character education into learning activities, and coaching through reflection (Supratno, 2024). Observation results demonstrated that these strategies complemented each other in facilitating the internalization of professional values. Participants were actively involved in discussions, case analyses, collaborative tasks, and reflective sessions that connected institutional values with authentic academic situations. Similar findings have been reported by Umar et al. (2021), who emphasized that continuous mentoring and reflection are essential components in developing sustainable professional character. The success of the approach and programme is highly dependent on the continuous evaluation of the influence of the campus environment on the character development of lecturers and students (Alimuiddin et al., 2023). In addition, the active involvement of all elements of the institution is important to ensure that ethical values are not only understood conceptually but also embodied in every academic decision-making and interaction (Yunanto & Kasanova, 2023). The implementation of basic education and training activities for non-ASN UNESA lecturers to strengthen professional values is shown in Figure 1.



Figure 1. Visualization of the Implementation of Basic Education and Research Activities in Strengthening Professional Values

Furthermore, the reference states that the development of professional competencies goes hand in hand with the formation of personal integrity (Salo et al., 2024), in accordance with the objectives and outcomes of training that emphasize the understanding and application of character education (Murcahyanto &

Mohzana, 2023) in personal life, the work environment, and society. This process includes the transformation of professional values of educators in higher education, which can be realized in the campus environment and community social interaction (Wolff & Ehrström, 2020). This holistic approach equips lecturers with the essential academic and social competencies to apply professional values in a constructive and ethical manner (Kumar, 2024). The integration of professional ethics and anti-corruption education is also a crucial approach in strengthening the integrity of the academic community sustainably. The integration of anti-corruption values into the curriculum fosters students' understanding, empathy, and moral behaviour systematically (Khulasoh & Saefullah, 2025). Thus, anti-corruption education as a course must play a strategic role in strengthening the character and academic ethics of the nation's next generation to realize a clean education ecosystem.

In addition, character education is designed with an active and participatory adult learning approach, including perception, discussion, evaluation, and reflection (Supratno, 2024), so that the internalization of values occurs through real experience. Character education is understood as the integration of values, morals, ethics, and character applied in the cognitive, affective, and psychomotor realms (Herlina et al., 2024). The close relationship between the theoretical understanding of moral considerations and the reality of corrupt acts in society is the main focus (Dewantara et al., 2021). Through interactive methods such as case studies and participatory discussions, students are encouraged to develop critical skills in recognizing and avoiding unethical behaviour that can undermine academic integrity (Larassati et al., 2024). In addition, the integration of local cultural values becomes an alignment of learning with students' social realities (Hafil et al., 2026). Thus, experiential learning models have proven to be effective in facilitating character transformations that support the foundations of future professional integrity. The schematization of the implementation of basic education and training of professional values or character education at UNESA in building the professionalism of non-ASN lecturers is presented in Figure 2.

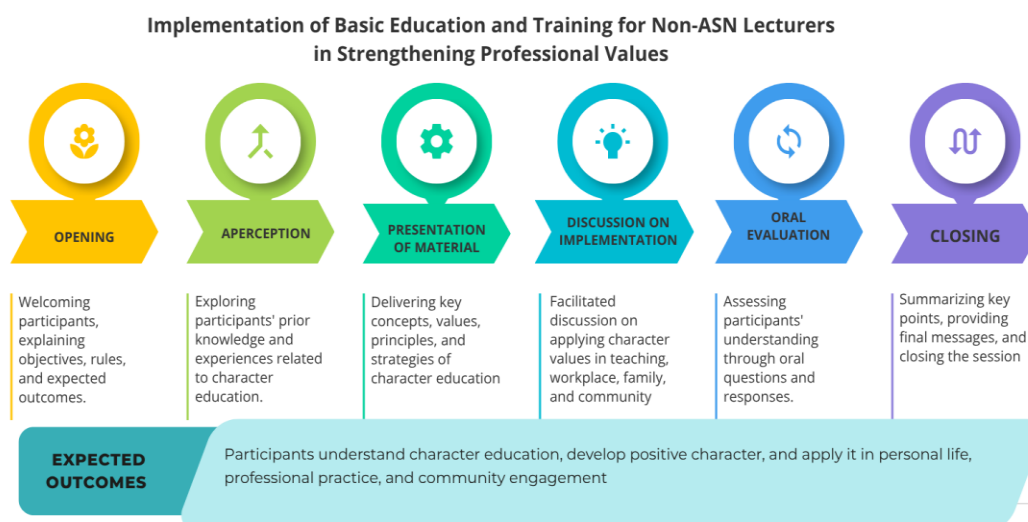


Figure 2. Schematization of the Implementation of Basic Education and Training of Professional Values

Future Research Directions

The analysis of future research directions shows that the implementation of basic education and training for non-ASN lecturers not only strengthens professional values in the context of current programme implementation (Prasetyo et al., 2022) but also opens up various research opportunities relevant to the transformation of higher education (Suminar et al., 2025). Based on a synthesis of literature and a mapping of research themes, the future direction of research focuses on five strategic areas: curriculum development, leadership and ethics, community-based learning, cultural and institutional contexts, and interdisciplinary approaches. The five themes represent an integrated research agenda to develop a model for strengthening lecturers' professional values that is more adaptive, contextual, and sustainable in facing the dynamics of higher education in the future. A schematization of future research directions is presented in Figure 3.



Figure 3. Schematization of Future Research Directions Data Driven Scopus

The results of the analysis of future research directions indicated that strengthening the professional values of non-ASN lecturers continues to open up broad and multidimensional research opportunities (Rejeb et al., 2023). Based on the synthesis of the literature and mapping the direction of research, five main themes are projected to be the focus of future study development. First, curriculum development that is oriented towards the integration of professional values in the learning process (Ahmad et al., 2023), including through the design, implementation, and evaluation of systematic learning tools. Second, leadership and ethics, which emphasizes the importance of the role of academic leadership (Karakus et al., 2024) in building organizational culture, strengthening integrity, and shaping the professional behaviour of lecturers. Third, community-based learning examines how lecturers' involvement in community service activities and collaboration (Christwardana et al., 2022) can strengthen the internalization of professional values through authentic experiences. Fourth, cultural and institutional contexts highlight the need for comparative studies to understand how different work environments (Banwo et al., 2022), such as universities in urban and rural areas, affect the internalization of these values (Sufriadi & Yusoff, 2020). Fifth, an interdisciplinary approach emphasizes the urgency of integrating digital technology and research methodologies (Rana et al., 2025) to map the dynamics of lecturer professionalism in an increasingly complex and digitized educational ecosystem (Bond et al., 2024), especially in evaluating the effectiveness of

professional development models that utilize the integration of artificial intelligence in an ethical and responsible manner (Mekheimer, 2025). In addition, the results of the analysis identified two other strategic research directions, namely cultural and institutional contexts and interdisciplinary approaches. Research on cultural and institutional contexts is needed (Banwo et al., 2022) to understand how organizational characteristics, local cultural values, and institutional policies (Sager & Gofen, 2022) affect the internalization of professional values and implementation models that are adaptive to changes in the higher education environment.

Discussion

The results of this study show that the implementation of basic education and training for non-ASN lecturers at the State University of Surabaya not only functions as an institutional orientation programme but also as a strategic mechanism in the formation of professionalism through the internalization of character values (Damayanti et al., 2023). These findings are in line with previous research (Hidayati et al., 2020; Rianawati et al., 2023), which affirms that strengthening professional values cannot be achieved solely through the mastery of technical competencies (Awal & Atika, 2025), but requires a learning process that integrates cognitive, affective, and behavioural dimensions in the context of higher education organizational culture (Li & Li, 2024). Character education that is thoroughly integrated into the training process indicates that the formation of lecturer professionalism (Orgianus et al., 2024) is a gradual transformation of academic identity through learning experiences, reflection, and appreciation of values (Damayanti et al., 2023). This understanding expands the concept of lecturer professional development, which previously focused more on improving pedagogic competence (Budiarti & James, 2025), by making character a fundamental element in strengthening the quality of the Tri Dharma of higher education (Prasetyo & Fadhli, 2023). Thus, strengthening character values in higher education is an integral part of the development of academic professionals that contributes to the formation of an institutional culture that is integrity-based, adaptive, and oriented towards lifelong learning.

In addition, this study reveals that the success of the implementation of basic training is greatly influenced by the implementation of holistic learning strategies, such as examples, value instilling, character integration in the learning process, and continuous reflection (Barile et al., 2023). These strategies affirm that the internalization of professional values occurs through the interaction between individual experiences and the organizational environment (Smerecnik et al., 2020), and that character formation occurs not only at the individual level but also at the institutional level (Arthur et al., 2021). This perspective is in line with transformative learning theory, which explains that changes in professional behaviour develop through critical reflection on meaningful social experiences and interactions (Başer & Şahin, 2022). The exemplary mechanisms and habits found in this study strengthen the argument that organizational culture plays a crucial role in shaping the professional behaviour of lecturers (Setia et al., 2023). Therefore, the effectiveness of the basic training programme is determined not only by the quality of the training materials but also by the institution's ability to build an academic ecosystem that consistently reproduces professional values in daily practice.

The main contribution of this research lies in developing the perspective that strengthening the professional value of lecturers is a multidimensional process that connects curriculum, academic leadership, organizational culture, and social engagement (Faqih et al., 2025). Analysis of future research directions shows that the study of lecturer professionalism will evolve to a more systemic approach (Chaaban, Al-Thani, et al., 2023) through five strategic themes: curriculum development, leadership and ethics, community-based learning, cultural and institutional contexts, and interdisciplinary approaches. This shift in theme indicates that future research is no longer sufficient to describe programme implementation in a descriptive way but rather to produce conceptual models and empirical evidence on the effectiveness of various strategies to enhance professional value in diverse higher education contexts. Therefore, further research is recommended to adopt longitudinal and mixed methods to evaluate the professional character and performance of lecturers' tridharma.

The present study theoretically expands the study of lecturer professional development by integrating the perspectives of character education and organizational culture in the context of higher education (Masnun et al., 2025). Practically, the research findings provide implications for higher education in designing new lecturer orientation programmes by emphasizing mastery of regulations and academic competence (Ross et al., 2022) and the formation of professional identity through the systematic internalization of institutional values (Syaechurodji et al., 2025). Thus, strengthening the professional value of lecturers must be the focus in developing human resources in higher education through competence, integrity, collaboration, adaptability, and lifelong learning.

4. Conclusions

This study concludes that the implementation of Character-Based Basic Education and Training for 145 non-ASN lecturers at Universitas Negeri Surabaya serves as an effective institutional strategy for strengthening professional values through the systematic internalization of organizational culture. The findings demonstrate that the programme consistently integrates five institutional values Pancasila, scientificity, entrepreneurship, inclusiveness, and lifelong learning into learning activities through lectures, collaborative discussions, mentoring, reflective practice, and institutional assignments. Rather than treating character education as a separate component, the programme embeds these values throughout the training process, enabling lecturers to connect ethical principles with their professional responsibilities in education, research, and community service.

The study further identifies four complementary strategies that support the internalization of professional values, namely role modelling (*uswatun hasanah*), value instillation, integration of character education into learning activities, and continuous coaching through reflection. These strategies contribute to strengthening lecturers' professional identity, academic integrity, collaboration, adaptability, and organizational commitment. The findings indicate that lecturer professionalism is developed not only through competence enhancement but also through continuous interaction between individual learning experiences and an institutional environment that consistently reinforces professional values.

Furthermore, the synthesis of empirical findings and Scopus AI-assisted literature analysis identifies five strategic directions for future research, namely

curriculum development, leadership and ethics, community-based learning, cultural and institutional contexts, and interdisciplinary approaches. These research agendas provide opportunities for developing more adaptive, evidence-based, and sustainable models of lecturer professional development in higher education. Therefore, this study offers both practical implications for designing orientation and professional development programmes for new lecturers and theoretical contributions to the discourse on character education, professional values, and institutional capacity development in higher education.

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