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Pre-Service Training for Non-Civil Servant Lecturers in Support of Sustainable Development Goals 4: A Necessity or a Formality?

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ABSTRACT

Objective: To identify and analyze: (1) the impact of pre-service training for non-civil-service (non-ASN) faculty members on the enhancement of teaching skills; (2) the constraints encountered in its implementation; (3) training methods requiring improvement; and (4) the influence of institutional policy and technological support on the effectiveness of the program and its contribution to supporting SDG 4 (quality education). **Method:** A qualitative case study design was employed. Data were collected through in-depth interviews, observations, and document analysis. The data were analyzed through data condensation, data display, and conclusion drawing or verification. **Results:** The findings show that pre-service training positively contributes to non-ASN faculty members' teaching confidence, pedagogical competence, instructional-planning ability, and capacity to implement active-learning strategies. However, limited training duration, insufficiently interactive learning methods, inconsistent institutional support, and unequal technological access constrain its effectiveness. Pre-service training should be redesigned as a practice-oriented, interactive, technology-supported, and institutionally sustained program to ensure that it generates meaningful and lasting improvements in non-ASN faculty members' teaching practice. **Novelty:** Offering an integrated, context-specific analysis of pre-service training for non-ASN faculty members by linking teaching-skill development with implementation barriers, training-method renewal, institutional policy, and technological support. It reframes pre-service training not simply as a procedural requirement, but as a professional-development mechanism whose effectiveness depends on the alignment of training design, participant needs, institutional commitment, and digital learning infrastructure.

INTRODUCTION

Pre-service training for non-civil servant (non-ASN) lecturers in higher education institutions is a critical component of professional competency development, encompassing regulatory understanding, mastery of pedagogical methodologies, and enhancement of research capacity. In the context of globalization and technological advancement, universities are increasingly required to employ teaching staff who are competent, adaptive, and innovative in response to evolving higher education policies. Consequently, effective management of pre-service training programs is essential to ensure that non-ASN lecturers possess qualifications equivalent to their ASN counterparts in fulfilling academic responsibilities (Al-Rashaida & Massouti, 2024).

Despite the recognized importance of such training for non-ASN lecturers, several implementation challenges persist. First, available resources are limited, including funding, infrastructure, and qualified trainers. Second, curricula across institutions remain inconsistent, leading to disparities in training quality. Third, participation rates among non-ASN lecturers are often low, partly due to a lack of incentives or institutional support. Fourth, the effectiveness of pre-service training programs in enhancing lecturer competencies has not been systematically measured, limiting evidence-based improvements (Ferfolja, 2008). In several higher education institutions, pre-service