

Human Resource Management Strategy in Improving Lecturer Performance in Private Universities (Case Study at Badri Mashduqi Islamic College of Economics and Business) Probolinggo East Java

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Abstract. *This research uses a qualitative research approach with a case study method. Data were obtained through observation, interviews, documentation, and distribution of questionnaires to respondents consisting of leaders and lecturers of STEBI Badri Mashduqi Probolinggo. Data analysis was carried out through the preparation of a SWOT Matrix and (QSPM). The results of the study indicate that the main internal factors that are strengths are the academic competence of lecturers, leadership commitment, Islamic academic culture, lecturer development programs, and harmonious working relationships. Meanwhile, the main weaknesses include the limited number of permanent lecturers, low productivity of research and scientific publications, limited budget for human resource development, and a less than optimal lecturer incentive system. External factors show opportunities in the form of government policy support, research grants, developments in information technology, increasing public interest in Islamic economics education, and opportunities for institutional cooperation. The threats faced include competition between universities, changes in higher education regulations, accreditation demands, technological developments, and competition to obtain quality lecturers. Based on the SWOT analysis, six alternative strategies were obtained. Furthermore, the results of the QSPM analysis showed that the first priority strategy is to optimize the use of information technology in human resource management, digital learning, and academic administration with a Total Attractiveness Score (TAS) of 6.42. The next priorities are expanding institutional cooperation (6.30), strengthening the lecturer performance management system (6.23), improving lecturer competency in a sustainable manner (5.94), increasing the number and quality of permanent lecturers (5.59), and developing an academic culture based on research, scientific publications, and community service. (4.67). The results of this study are expected to be a basis for the leadership of STEBI Badri Mashduqi Probolinggo in formulating strategic policies for human resource management so as to improve lecturer performance, strengthen the quality of the implementation of the Tri Dharma of Higher Education, and increase institutional competitiveness.*

Keywords: *Human Resource Management Strategy; Lecturer Performance; Private Islamic Universities.*

1. Introduction

Human resources are a central determinant of organizational capacity in higher education because lecturers simultaneously perform educational, research, and community-service functions. Unlike many conventional organizations, higher education institutions depend heavily on professional knowledge, academic autonomy, and the sustained development of scholarly competence. Consequently, human resource management in higher education should not be reduced to administrative staffing; it should connect recruitment, development, performance management, incentives, organizational culture, and institutional strategy.

Recent scholarship emphasizes that HRM in higher education has evolved toward strategic human resource management, in which academic staff are treated as a critical source of institutional capability and long-term performance. A 40-year review of HRM research in higher education identified strategic HRM, organizational culture, and human capital development as major research clusters, demonstrating the increasing strategic importance of people management in higher education (Mapping the landscape of HRM research in higher education, 2023). Strategic HRM therefore requires institutions to align people-related policies with educational quality, research productivity, knowledge transfer, and institutional sustainability.

Lecturer performance is multidimensional. It includes the quality of teaching and learning, research and scientific publication, community service, academic administration, student supervision, and contribution to institutional development. The Indonesian higher-education context places these responsibilities within the broader framework of the Tri Dharma of Higher Education. A performance-management system that focuses only on classroom teaching may therefore overlook important dimensions of academic contribution. Research on lecturer-performance appraisal in Indonesia likewise shows that performance can be examined through multiple sources and indicators rather than through a single measure.

Several empirical studies demonstrate the relevance of HRM-related factors to lecturer performance. Research on Indonesian universities has examined job satisfaction, quality of work life, leadership, competency, communication, rewards, commitment, and technology as factors associated with academic performance. For example, a study at Universitas Indonesia found that salary-related job satisfaction had a significant effect on lecturer performance, while satisfaction with promotion, co-workers, and faculty leadership did not show significant effects in that particular setting (Aufa et al., 2023). Other Indonesian evidence reports that human resource development can play a significant role in the relationship between quality of work life and lecturer performance (Violinda et al., 2024). These findings suggest that institutional context matters and that HRM interventions should be designed from an evidence-based diagnosis of internal and external conditions.

Leadership and competency are also relevant. A study of lecturers in private universities in Jakarta found that transformational leadership influenced lecturer performance indirectly through job competency, highlighting the importance of developing academic capability rather than assuming that leadership alone automatically produces performance outcomes (2024 study on transformational leadership and lecturer performance). Similarly, research on knowledge-transfer activities indicates that performance-management systems can shape lecturers' engagement in activities that extend beyond teaching and conventional research, especially when planning, budgeting, meetings, and reward systems are integrated.

Digital transformation has further expanded the HRM agenda. Digital systems can support personnel records, performance monitoring, academic administration, learning management, communication, and evidence-based decision making. Recent research on Indonesian higher education indicates that digital adaptation and digital commitment can be associated with teaching performance, while studies in Islamic higher education have examined digital readiness and work engagement as mechanisms related to lecturer productivity. These developments make the source manuscript's identification of information technology as a strategic priority particularly relevant.

STEBI Badri Mashduqi operates in a competitive private higher-education environment and carries an additional institutional identity as an Islamic institution specializing in economics and business. The supplied manuscript identifies a combination of strong academic competence, leadership commitment, Islamic academic culture, development programs, and harmonious working relationships, while also identifying structural constraints in staffing, research productivity, HR-development financing, and incentives. The external environment includes policy support and grants but also increasing competition, regulatory change, accreditation demands, technological disruption, and competition for quality lecturers.

2. Research Methods

This research uses a qualitative research approach with a case-study method. The unit of analysis is the HRM and lecturer-performance context of STEBI Badri Mashduqi Islamic College of Economics and Business, Probolinggo, East Java. The case-study design is appropriate for examining a contemporary organizational problem in its institutional setting because HRM practices, leadership, academic culture, staffing, and performance systems are interdependent and cannot be adequately understood through isolated variables.

According to the supplied manuscript, data were obtained through observation, interviews, documentation, and questionnaires involving institutional leaders and lecturers. These sources were used to identify conditions that influence lecturer performance and to construct internal and external strategic factors. Because the source manuscript does not

state the exact number of respondents, interview dates, questionnaire items, or detailed sampling procedure, the present expanded manuscript does not introduce numerical values that are absent from the source.

Observation was used to understand organizational practices and the implementation context of lecturer management. Interviews were used to obtain information from relevant institutional actors regarding strengths, weaknesses, opportunities, and threats. Documentation was used to complement the primary information and to provide institutional evidence. Questionnaires supported the identification and assessment of strategic factors. The combination of these sources provides methodological triangulation and reduces reliance on a single information channel.

Data analysis consisted of two principal strategic-analysis stages. First, the SWOT framework was used to classify institutional conditions into Strengths, Weaknesses, Opportunities, and Threats. Second, the Quantitative Strategic Planning Matrix (QSPM) was used to prioritize alternative strategies. QSPM was originally introduced as a quantitative approach for evaluating alternative strategies and has subsequently been applied in strategic-management and marketing contexts (David, David, & David, 2017). Its value in the present study is not to replace qualitative judgment but to structure the comparison of alternative strategies against the identified strategic factors.

3. Results and Discussion

3.1. Internal Strategic Factors

The internal analysis identifies five principal strengths and four principal weaknesses. These factors describe the institutional capacity available to STEBI Badri Mashduqi as well as the organizational constraints that can reduce the effectiveness of lecturer-performance improvement.

Internal Factor	Strategic Interpretation
Academic competence of lecturers	Provides a foundation for improving teaching quality, research capacity, publication, and academic contribution.
Leadership commitment	Creates an institutional basis for policy implementation, monitoring, and resource mobilization.
Islamic academic culture	Provides a distinctive institutional identity and normative framework for academic behavior and service.

Lecturer development programs	Creates an existing platform that can be expanded into systematic competency development.
Harmonious working relationships	Supports collaboration, communication, organizational cohesion, and implementation of change.
Limited number of permanent lecturers	Creates workload and continuity risks and can constrain institutional capacity.
Low research and scientific publication productivity	Limits research visibility, academic reputation, accreditation evidence, and knowledge contribution.
Limited HR-development budget	Restricts training, certification, research support, digital transformation, and talent development.
Less-than-optimal lecturer incentive system	May weaken motivation to exceed minimum performance expectations, especially in research and publication.

The first important finding is that STEBI Badri Mashduqi does not face a purely deficit-oriented HRM problem. The presence of lecturer competence, leadership commitment, development programs, and harmonious working relationships means that the institution possesses a human and organizational foundation on which improvement can be built. This distinction is important for strategic HRM: the objective is not simply to correct weaknesses but to convert existing capabilities into sustained performance.

Academic competence is particularly significant because lecturer performance is knowledge-intensive. Competence affects the ability to design learning, supervise students, undertake research, publish findings, and participate in academic service. Recent Indonesian research similarly emphasizes lecturer competency as a mechanism linking leadership and performance. The implication is that competency development should be connected to measurable academic outputs rather than treated as training activity for its own sake.

Leadership commitment is another internal strength. Effective HRM requires leaders to provide direction, allocate resources, communicate expectations, and establish accountability. However, leadership should operate through systems. Evidence from Indonesian higher education indicates that leadership effects on performance can depend on intervening human-resource mechanisms such as competency. Therefore, leadership commitment at STEBI Badri Mashduqi should be translated into clear performance standards, development pathways, digital systems, and transparent incentives.

The Islamic academic culture represents a distinctive institutional resource. Culture can provide shared values and behavioral expectations, but its strategic value is maximized when it is connected with operational systems. In this case, Islamic academic values can be integrated into teaching quality, ethical research, community service, collegiality, and professional responsibility. Such integration can strengthen institutional identity while supporting the Tri Dharma.

The most consequential weaknesses concern structural capacity and performance infrastructure. A limited number of permanent lecturers can increase workload concentration and create dependency on a small number of academic staff. Low research and publication productivity can reduce institutional competitiveness and weaken evidence for accreditation. Limited HR-development financing can prevent the institution from converting strategic intentions into sustained programs. Finally, a less-than-optimal incentive system may fail to signal which performance behaviors the institution most values.

3.2. External Strategic Factors

The external environment contains both enabling conditions and competitive pressures. The source manuscript identifies five major opportunities and five threats.

External Factor	Strategic Interpretation
Government policy support	Can provide regulatory, programmatic, and policy opportunities for institutional development.
Research grants	Can supplement limited internal funding and stimulate research productivity.
Information-technology development	Can improve HR administration, learning, communication, monitoring, and academic services.
Growing public interest in Islamic economics education	Can support student recruitment, institutional relevance, and academic positioning.
Institutional cooperation opportunities	Can expand access to expertise, research networks, mobility, joint programs, and resources.
Competition among universities	Raises pressure to demonstrate academic quality, distinctive positioning, and graduate value.

Changes in higher-education regulations	Require continuous institutional adaptation and compliance.
Accreditation demands	Increase the need for documented performance, quality assurance, staffing, and academic outputs.
Rapid technological development	Can create capability gaps if lecturers and systems do not adapt.
Competition for quality lecturers	Creates recruitment and retention pressure, especially for permanent academic staff.

The external analysis demonstrates that STEBI Badri Mashduqi operates in an environment where opportunity and pressure develop simultaneously. Government support and research grants may expand institutional capacity, while competition and accreditation requirements raise the minimum level of performance expected from the institution. The strategic implication is that HRM must become outward-looking: lecturers need access to external research networks, professional development, digital resources, and institutional partnerships.

Information technology is both an opportunity and a threat. As an opportunity, digital systems can integrate HR records, lecturer workloads, performance evidence, learning management, publication tracking, and academic administration. As a threat, technology can widen the gap between institutions if staff capabilities and infrastructure do not develop at comparable speed. Recent research on digital adaptation in higher education suggests that technology-related capability and commitment can shape teaching performance, reinforcing the importance of digital HRM.

The growth of public interest in Islamic economics education can be used as an institutional positioning opportunity. However, demand alone does not guarantee competitive advantage. The institution must demonstrate quality through lecturer competence, relevant curricula, research outputs, graduate outcomes, and community engagement. Institutional cooperation can support these requirements by connecting the college to external expertise and resources.

3.3. SWOT Strategic Formulation

The SWOT factors can be translated into strategic directions by matching internal capabilities with environmental conditions. The resulting matrix below is a qualitative synthesis of the factors reported in the source manuscript; it is not a reconstruction of an unreported numerical SWOT weighting.

Strategy Type	Strategic Direction
SO (Strength–Opportunity)	Use lecturer competence, leadership commitment, academic culture, and existing development programs to expand digital academic services, research-grant participation, and institutional partnerships.
WO (Weakness–Opportunity)	Use grants, partnerships, and technology to address research productivity, HR-development financing, staffing capacity, and incentive-system limitations.
ST (Strength–Threat)	Use leadership, academic culture, competence, and collegial relationships to strengthen performance standards and respond to competition, regulation, accreditation, and technology change.
WT (Weakness–Threat)	Reduce structural vulnerability by strengthening permanent staffing, performance management, research support, incentives, and digital capability before competitive pressures intensify.

4. Conclusion

This study concludes that improving lecturer performance at STEBI Badri Mashduqi requires strategic HRM that integrates institutional strengths, internal weaknesses, external opportunities, and environmental threats. The institution possesses important internal resources in the form of lecturer academic competence, leadership commitment, Islamic academic culture, lecturer development programs, and harmonious working relationships. At the same time, structural and managerial weaknesses remain, particularly the limited number of permanent lecturers, low research and scientific publication productivity, limited HR-development financing, and an incentive system that is not yet optimal. The external environment provides opportunities through government policy support, research grants, information-technology development, growing public interest in Islamic economics education, and institutional cooperation, while competition, regulatory change, accreditation demands, technological change, and competition for qualified lecturers create pressure for continuous adaptation. The SWOT analysis generates six strategic alternatives, and the reported QSPM results identify optimization of information technology in HR management, digital learning, and academic administration as the highest-priority strategy with a TAS of 6.42. This is followed by expansion of institutional cooperation (6.30), strengthening the lecturer performance management system (6.23), sustainable lecturer competency improvement (5.94), increasing the number and quality of permanent lecturers (5.59), and development of a research-, publication-, and community-service-oriented academic culture (4.67). The practical implication is that STEBI Badri Mashduqi should treat these strategies as an integrated HRM system.

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