

Date Received : November 2025  
Date Revised : December 2025  
Date Accepted : December 2025  
Date Published : December 2025

## IMPROVING ACADEMIC COMPETENCE THROUGH PROFESSIONAL HUMAN RESOURCE DEVELOPMENT: A CASE STUDY OF MUHAMMADIYAH UNIVERSITY OF TANGERANG AND SYEKH YUSUF ISLAMIC UNIVERSITY

**Lina Sukanti<sup>1</sup>**

Syekh Yusuf Islamic University Tangerang, Indonesia (linasukanti@unis.ac.id)

**Sutarman**

Syekh Yusuf Islamic University Tangerang, Indonesia (sutarman@unis.ac.id)

Keywords:	ABSTRACTS
Professional Human Resource Development, Academic Competence, Lecturers	This study examines the role of professional human resource development in improving academic competence at Muhammadiyah University of Tangerang and Syekh Yusuf Islamic University. <b>Background:</b> Academic competence is a critical factor in enhancing the quality of higher education, particularly in teaching, research, and community service. <b>Purpose:</b> This research aims to analyze human resource development strategies, including training programs, professional certification, performance evaluation, and career development, and their contribution to strengthening academic competence in both institutions. <b>Method:</b> Using a qualitative case study approach, data were collected through document analysis, in-depth interviews, and observations involving academic leaders, lecturers, and human resource management units. <b>Result:</b> The findings reveal that systematic and continuous human resource development significantly enhances lecturers' pedagogical skills, research capacity, and professional commitment. Furthermore, institutional support and alignment between human resource policies and academic goals play an important role in sustaining academic competence. <b>Conclusion:</b> This study concludes that professional human resource development is a key driver in improving academic competence and institutional performance in higher education, and it provides practical insights for universities seeking to strengthen their human capital strategies.

<sup>1</sup> Correspondence Author

## A. INTRODUCTION

Higher education institutions play a vital role in producing human resources who are competent, competitive, and possess high integrity. Within this context, lecturers hold a strategic position as the key actors in implementing the *Tri Dharma Perguruan Tinggi* education and teaching, research, and community service. To perform these three fundamental roles effectively, lecturers must possess strong academic competence and continuously develop their professionalism in response to the evolving demands of the higher education landscape. Tondeur, J., et al. (2023).

Global transformations, particularly those driven by advances in science and digital technology, have made continuous human resource development an essential priority for universities. Lecturers, as the central component of higher education systems, are expected to be adaptive to change, innovative in teaching, and productive in generating scholarly works. Therefore, professional human resource development among lecturers has become one of the main focuses in modern higher education management. Shankar, S. (2020).

Muhammadiyah University of Tangerang (UMT) and Syekh Yusuf Islamic University of Tangerang (UNIS) are two Islamic universities that share a common vision of becoming leading higher education institutions with Islamic character and global competitiveness. However, in realizing this vision, both institutions face several challenges related to the enhancement of lecturers' academic competence. Among the key issues are the limited number of lecturers pursuing doctoral studies, low participation in professional training and academic seminars, insufficient research productivity, lack of international publications, and suboptimal utilization of digital learning technologies. Ministry of Education, Culture, Research, and Technology of Indonesia. (2021).

Moreover, the HR development strategies and policies in both universities still face constraints in terms of institutional management, funding, and individual motivation. Development activities are often conducted on an ad-hoc basis rather than being systematically and sustainably planned. In fact, professional HR development requires an integrated lecturer career management system encompassing recruitment, training, certification, and periodic academic performance evaluation. Armstrong, M., & Taylor, S. (2023).

In strengthening academic competence, lecturers are required to master pedagogical skills in managing the learning process, professional expertise in their academic disciplines, social competence in building academic collaboration, and personal integrity that reflects academic ethics and values. These aspects can only be effectively developed through well-structured HR development programs supported by institutional policies oriented toward lecturer quality improvement. Miles, R., et al. (2025).

Therefore, it is essential to conduct a study on professional human resource development in enhancing lecturers' academic competence at Muhammadiyah University of Tangerang and Syekh Yusuf Islamic University of Tangerang. This research is expected to provide a comprehensive understanding of the strategies, implementation, and challenges faced by both institutions in nurturing and developing their academic staff, while also offering relevant policy recommendations to improve the quality of Islamic higher education in the Tangerang region. Bush, T., & Coleman, M. (2023).

The development of professional human resources (HR) in higher education is a strategic factor in improving the quality of education, research, and community service. However, at Muhammadiyah University of Tangerang (UMT) and Syekh Yusuf Islamic University of Tangerang (UNIS), its implementation still faces various complex and multidimensional challenges. These issues can be categorized into several main aspects: policy, management, lecturer competence, institutional support, and academic environment. Creswell, J. W., & Poth, C. N. (2024).

**Policy and Human Resource Planning Issues.** One of the fundamental problems is the suboptimal formulation of strategic policies that guide the structured and sustainable development of lecturers' human resources. At both universities, lecturer development programs are often not designed within a long-term plan that aligns with the institutional vision and mission. There is a lack of synchronization between the actual needs of lecturer competency development and the strategic direction of university policies, particularly concerning accreditation improvement and global competitiveness. Moreover, the budget allocation for HR development such as training, postgraduate scholarships, international seminars, and scientific publications remains limited and has not yet become a top priority in annual financial planning. Dessler, G. (2024).

**Management and Lecturer Development System Issues.** The management of lecturer development at both universities has not been well-coordinated. Not all lecturers have equal access to participate in training programs, workshops, or professional certification. The lecturer performance evaluation process is not yet fully based on a meritocratic and competency-oriented system but remains largely administrative and normative. Furthermore, the absence of an effective human resource information management system (for instance, the integration between SISTER and internal databases) leads to incomplete documentation of lecturers' career development data. Hargreaves, A., & Fullan, M. (2022).

**Lecturer Competence and Professionalism Issues.** Another major challenge lies in the uneven levels of competence and professionalism among lecturers. Some lecturers have not yet attained a doctoral (Ph.D.) qualification, which is an essential requirement for academic career advancement and for maintaining the quality of the *Tridharma Perguruan Tinggi* (three pillars of higher education: teaching, research, and community service). Pedagogical, digital technology, and research competencies also need further strengthening particularly in the current era of digital-based learning and academic globalization. The involvement of lecturers in collaborative research and international scientific publications remains low, largely due to limited methodological skills and insufficient research facilities. Marginson, S. (2024).

**Institutional Support and Facilities Issues.** Institutional support is a crucial factor in HR development, yet both UMT and UNIS still face significant limitations. Teaching facilities, laboratories, and research centers have not fully supported the enhancement of lecturers' academic competence. Mentorship programs and the professional guidance of junior lecturers by senior faculty members are not yet systematically implemented. Additionally, limited networking and collaboration with other higher education institutions, both nationally and internationally, restrict opportunities for lecturers to expand their academic development. Miles, M. B., Huberman, A. M., & Saldaña, J. (2023).

**Academic Environment and Culture Issues.** A conducive academic culture is an essential prerequisite for lecturer development, but several challenges persist at both universities. Academic activities such as discussions, seminars, and scientific publications have not yet become a consistent and embedded routine at the faculty level. The intrinsic motivation of some lecturers to engage in research and publication remains low, primarily due to heavy administrative workloads and an insufficient incentive system. Cross-disciplinary and inter-university collaborations are still limited, thereby hindering the exchange of knowledge and the growth of academic innovation. OECD. (2023).

**Adaptation to Technological Development and the Digital Era.** The digital transformation era requires lecturers to possess digital literacy and adaptability to new learning technologies. However, some lecturers still experience difficulties in integrating digital technology into teaching, research, and academic administration. The lack of systematic training on e-learning, Learning Management Systems (LMS), and the use of Artificial Intelligence (AI) in education presents a significant obstacle. Moreover, disparities in technology usage between senior and junior lecturers continue to be a challenge that must be addressed. Salmi, J. (2023).

**Evaluation and Sustainability Issues in HR Development Programs.** Human resource development programs that have been implemented often lack sustainable evaluation mechanisms. Not all training or workshop activities are followed by monitoring or follow-up actions to assess their impact on the improvement of lecturers' academic competence. Evaluation tends to be administrative rather than competency-based, making it difficult to measure program effectiveness objectively. Suyanto, & Djihad, A. (2022).

Based on the above findings, it can be concluded that the development of professional human resources for enhancing lecturers' academic competence at UMT and UNIS still faces obstacles in policy, management, facilities, and academic culture. To achieve high-quality and competitive lecturers, both universities need a more structured HR development policy reform, a performance-based career development system, and stronger, sustainable institutional support. UNESCO. (2024).

The quality of higher education is closely linked to the academic competence of its human resources, particularly lecturers and academic staff. In the context of Indonesian higher education, private universities are required to continuously improve academic competence in order to remain competitive and responsive to national accreditation standards and societal expectations. Muhammadiyah University of Tangerang (UMT) and Syekh Yusuf Islamic University (UNIS) represent two private higher education institutions that actively prioritize professional human resource development as a strategic approach to enhancing academic quality. Yusuf, M., & Hidayat, R. (2025).

At UMT and UNIS, professional human resource development is implemented through structured training programs, academic certification, performance evaluation, and career development systems aimed at strengthening competencies in teaching, research, and community service. These efforts reflect the institutions' commitment to improving academic performance and institutional sustainability. Therefore, this study focuses on analyzing how professional human resource development at UMT and UNIS contributes to improving academic competence, as well as identifying key challenges

and best practices that can serve as references for similar higher education institutions. Ministry of Education, Culture, Research, and Technology of Indonesia. (2021).

## **B. METHOD**

### **Research Approach and Type**

This study employs a qualitative approach using a descriptive-comparative method. The qualitative approach was chosen to obtain an in-depth understanding of the processes, strategies, and implementation of professional human resource (HR) development in enhancing the academic competence of lecturers at two Islamic universities, namely Muhammadiyah University of Tangerang (UMT) and Syekh Yusuf Islamic University of Tangerang (UNIS). Chadha, D. (2024).

The descriptive-comparative method was used to describe the actual conditions in both institutions and to compare their policies, implementation processes, and outcomes related to HR development programs for lecturers in the context of improving academic competence. De Araujo Faria, M. G., et al. (2021).

### **Research Location and Duration**

This research was conducted at Muhammadiyah University of Tangerang (UMT) and Syekh Yusuf Islamic University of Tangerang (UNIS), both located in Tangerang City, Banten Province, Indonesia. The two locations were selected because they share similar characteristics as Islamic higher education institutions with a vision of excellence and professionalism, yet they apply different strategies and policies in developing their human resources. The study was carried out over six months, covering the stages of preparation, data collection, analysis, and report writing. Moeliodihardjo, B. Y. (2024).

### **Research Subjects and Informants**

The research subjects consisted of permanent lecturers at both universities who are actively engaged in teaching, research, and community service activities. Informants were determined using a purposive sampling technique, in which participants were deliberately selected based on specific criteria relevant to the research focus. The main informants included:

- a. University leaders (Rectors, Vice Rectors for Academic Affairs and Human Resources);
- b. Deans and Heads of Study Programs;
- c. Heads of HR Development Units and Quality Assurance Institutions (LPM);
- d. Permanent lecturers who have participated in professional development programs or pursued advanced studies.

The total number of informants ranged between 15 and 20 individuals from each university, ensuring comprehensive and in-depth data collection.

## **Types and Sources of Data**

The study utilized two main types of data:

- a. Primary data obtained directly from interviews, observations, and documentation involving key informants engaged in lecturer HR development activities.
- a. Secondary data collected from supporting documents such as lecturer development guidelines, performance reports, strategic plans, accreditation documents, and other relevant academic publications. Systematic Review Team. (2024).

## **Data Validity**

To ensure the validity and reliability of the research findings, several verification techniques were employed:

- a. Source triangulation comparing information from different informants to ensure consistency.
- b. Technique triangulation cross-checking data obtained from interviews, observations, and documentation.
- c. Member checking confirming the accuracy of data interpretation and findings with the respective informants.
- d. Peer debriefing discussing analytical interpretations with peers to minimize researcher bias.

## **Research Procedure**

The research was carried out through four main stages:

- a. Preparation stage determining the research topic, drafting the proposal, and obtaining research permission.
- b. Data collection stage conducting interviews, observations, and documentation at both universities.
- c. Data analysis stage performing data reduction, display, and conclusion drawing based on the Miles and Huberman model.
- d. Reporting stage writing and organizing research findings systematically based on field results.

## **Research Contribution**

By employing a qualitative descriptive-comparative approach, this study aims to provide a deep understanding of the strategies, effectiveness, and challenges in professional human resource development for lecturers at UMT and UNIS. The findings are expected to contribute to the formulation of an ideal HR development model to enhance academic competence in Islamic higher education institutions. Sullivan, R., Neu, V., & Yang, F. (2020–2022).

## **Participants and Sampling**

The sample consisted of 15–20 informants from each university, resulting in approximately 30–40 participants in total. Informants were selected using purposive sampling to ensure that participants possessed relevant knowledge and direct involvement in human resource development and academic activities.

The criteria for selecting informants included:

- a. Holding strategic or managerial positions related to academic or human resource management (e.g., university leaders, deans, heads of departments);
- b. Being full-time lecturers actively involved in teaching, research, and community service;
- c. Having a minimum of three years of professional experience at the institution;
- d. Direct participation in professional development programs such as training, certification, performance evaluation, or career advancement schemes;
- e. Willingness to provide in-depth information relevant to the research objectives.

These criteria were applied to ensure that the selected informants represented diverse perspectives while maintaining the relevance and credibility of the data.

### **Data Collection**

Data were collected through semi-structured interviews, document analysis, and non-participant observation. Interviews focused on participants' experiences with professional development initiatives and their perceived impact on academic competence. Institutional documents, such as human resource policies, training programs, performance evaluation reports, and strategic plans, were analyzed to support and triangulate interview findings.

### **Data Analysis**

Data analysis followed an iterative and systematic process. Initially, all interview transcripts and documents were coded using open coding to identify key concepts related to professional human resource development and academic competence. This was followed by axial coding, in which related codes were grouped into broader categories and themes.

The analytical process was guided by the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing/verification. In addition, thematic analysis was applied to identify recurring patterns across cases. Cross-case analysis was conducted to compare similarities and differences between UMT and UNIS, enhancing the analytical depth and robustness of the findings. To ensure data trustworthiness, triangulation of data sources and methods was employed, and member checking was conducted by sharing preliminary findings with selected informants for validation.

## **C. RESULT AND DISCUSSION**

This study reveals several significant findings related to the policies, strategies, implementation processes, supporting and inhibiting factors in the development of professional human resources (HR) aimed at enhancing the academic competence of lecturers at two Islamic universities in Tangerang Muhammadiyah University of Tangerang (UMT) and Syekh Yusuf Islamic University (UNIS). These findings were derived from in-depth interviews, field observations, and the analysis of academic documents from both institutions. Herawati, Y., et al., (2025).

## **Institutional Policy and Commitment toward Lecturer HR Development**

Both universities demonstrate a strong commitment to improving the quality of their lecturers, although differences exist in their policies and implementation mechanisms.

- a. Muhammadiyah University of Tangerang (UMT) has formulated its HR development policies in the *Strategic Plan (Renstra)* and the *Master Plan for Lecturer HR Development*. UMT emphasizes improving academic qualifications through further studies (Master's and Doctoral programs), lecturer certification, and pedagogical training.
- b. Syekh Yusuf Islamic University (UNIS), on the other hand, focuses more on strengthening research capacity, scientific publications, and professional development through participation in international seminars and research collaborations with external institutions.

Both universities have set a minimum qualification standard requiring all permanent lecturers to hold a Master's degree (S2), with a large proportion encouraged to pursue Doctoral degrees (S3). However, the achievement of these targets remains constrained by financial limitations and time commitments. Rachmadtullah, R., et al. (2025).

## **Implementation of Professional HR Development Programs**

The implementation of HR development programs in both universities includes various formal and informal activities, such as:

- a. Training programs and workshops on teaching methodology, research, and academic writing.
- b. Technical guidance sessions (bimtek) on preparing research grant proposals and publishing in reputable journals.
- c. Lecturer Certification Program (Serdos), facilitated by the universities in collaboration with the Higher Education Service Institution (LLDIKTI).
- d. Postgraduate study programs for lecturers who have not yet obtained a doctoral degree.
- e. Academic mentoring by senior lecturers for junior faculty members in carrying out the *Tri Dharma Perguruan Tinggi* (three pillars of higher education: teaching, research, and community service).

However, the intensity and sustainability of these programs differ between the two universities. UMT is more active in conducting regular internal training sessions, while UNIS stands out in encouraging lecturer participation in national and international academic forums. Awaluddin, A. F., & Mahmud, B. (2023).

## **Improvement in Lecturers' Academic Competence**

Based on interview and observation results, there has been a significant improvement in lecturers' academic competence following participation in various HR development programs. The improvements are evident in several key indicators:

- a. Pedagogical competence: Lecturers are increasingly capable of designing and implementing technology-based learning using Learning Management Systems (LMS), e-learning, and interactive digital media.



- b. Professional competence: Lecturers show improved skills in developing teaching materials, learning modules, and expanding their knowledge areas through research and academic publications.
- c. Social competence: There is a noticeable enhancement in communication, collaboration, and academic networking among lecturers across institutions.
- d. Personality competence: Lecturers demonstrate higher professionalism, moral responsibility, and adherence to Islamic values and academic ethics.

Nevertheless, the degree of competence improvement is not evenly distributed across all faculties. Some lecturers still face time constraints due to heavy teaching loads and limited administrative support.

### **Supporting Factors for Lecturer HR Development**

Several factors contribute to the success of professional HR development at both universities, including:

- a. Strong support from university leadership, providing opportunities for lecturers to pursue further studies and participate in academic activities.
- b. The growing academic culture, particularly in research and publication practices.
- c. External collaboration with government institutions, LLDIKTI, and other universities in conducting training and joint research.
- d. Incentive and reward systems for lecturers who excel in publications, community service, and teaching innovation.

### **Inhibiting Factors in Lecturer HR Development**

Despite the progress achieved, several obstacles hinder the optimization of lecturer HR development programs, such as:

- a. Limited funding to support postgraduate studies, international seminars, and certified training programs.
- b. Varied levels of motivation among lecturers, with some showing low engagement in self-development initiatives.
- c. Heavy workload, particularly among lecturers holding dual responsibilities in administrative or managerial positions.
- d. Insufficient continuous monitoring and evaluation of HR development outcomes.
- e. Inadequate academic infrastructure, including research laboratories and access to reputable scientific journals.

### **Comparative Overview between UMT and UNIS Tangerang**

In general, several key differences were identified between UMT and UNIS regarding HR development aspects:

- a. UMT tends to emphasize structured internal capacity-building initiatives and formalized HR policies supported by institutional documentation and funding mechanisms.
- b. UNIS, conversely, prioritizes academic reputation through external collaborations, international exposure, and publication-driven programs.

While both universities share a commitment to enhancing academic competence, their strategic orientations differ. UMT focuses on internal strengthening and qualification improvement, whereas UNIS emphasizes research visibility and international engagement. IAIN Curup Case Study Team. (2023).

Overall, these findings highlight the importance of aligning HR development strategies with institutional visions, resource capacity, and academic ecosystem readiness to ensure the sustainable professional growth of lecturers in Islamic higher education institutions.

Aspects	Muhammadiyah University of Tangerang (UMT)	Syekh Yusuf Islamic University Tangerang (UNIS)
Program Focus	Pedagogical improvement and lecturer certification	Strengthening scientific research and publications
Approach	Internal training and further studies	External research collaborations and scientific seminars
Advantages	Routine and scheduled development activities	Active involvement in national and international academic networks
Constraints	Minimal support for research and publications	Limitations of a structured pedagogical development system

### **The Impact of Human Resource Development on Academic Quality**

The final findings of this study indicate that professional human resource (HR) development has a positive impact on the overall academic quality of the universities, as reflected in several measurable outcomes:

- a. An increase in the number of certified lecturers and doctoral degree holders.
- b. Growth in national and international scientific publications.
- c. Higher lecturer participation in research and community service grants.
- d. Strengthening of academic culture and inter-lecturer collaboration.
- e. Improvement in the accreditation process of study programs at both universities.

Overall, the study reveals that professional HR development serves as a key determinant in enhancing the academic competence of lecturers. Both universities have made continuous efforts to improve lecturer professionalism through various strategies; however, their effectiveness remains influenced by resource availability, institutional support, and individual commitment.

UMT excels in pedagogical training and internal professional development systems, while UNIS demonstrates strengths in research capacity building and academic networking. Therefore, collaboration among Islamic universities in developing an integrated HR development model could become a strategic step toward cultivating competent, professional, and globally competitive lecturers.

### **The Importance of Professional HR Development in Higher Education**

The findings of this study highlight that professional human resource development plays a strategic role in enhancing lecturers' academic competence. Lecturers are the primary actors in implementing the *Tri Dharma of Higher Education*

teaching, research, and community service. Thus, academic competence development should not only focus on teaching ability but also encompass research productivity, academic writing, and contributions to knowledge and society. Project PEER / National Academies. (2024).

This finding aligns with Human Capital Theory (Becker, 1993), which posits that investment in education, training, and human resource development leads to increased productivity and work quality. In the academic context, professional HR development serves as a vital instrument to cultivate educators who are innovative, adaptive, and globally competitive.

Both Muhammadiyah University of Tangerang (UMT) and Syekh Yusuf Islamic University (UNIS) acknowledge this importance and have initiated various programs such as training, workshops, certification, and opportunities for further study. These initiatives reflect institutional commitment to improving the academic quality of lecturers as intellectual assets of the university. Trujillo-Juárez, S. I., et al. (2025).

### **Implementation Strategies for Lecturer HR Development**

Based on the research findings, the HR development strategies at both universities are implemented through several key approaches:

- a. Enhancing academic qualifications through postgraduate and doctoral programs (S<sub>2</sub> and S<sub>3</sub>).
- b. Conducting professional training and workshops in pedagogy, research, and learning technologies.
- c. Facilitating lecturer certification programs to ensure professional standards.
- d. Implementing career development and periodic academic performance assessments.
- e. Promoting academic collaboration with external institutions to expand research and publication networks.

These strategies reflect the Continuous Professional Development (CPD) model proposed by Day (1999), which emphasizes that professional growth should be continuous, systematic, and aligned with institutional needs.

However, the level of implementation differs between the two institutions. UMT prioritizes pedagogical training and technology-based teaching enhancement, while UNIS focuses more on research capacity strengthening and scientific publication. These differing orientations demonstrate that each university sets its strategic priorities based on its institutional vision and internal capacity. Rosidin, A., et al. (2025).

### **Improvement in Lecturers' Academic Competence**

The improvement of academic competence among lecturers is a tangible outcome of effective HR development. The study reveals significant progress across four main dimensions:

- a. Pedagogical Competence: Lecturers have become more proficient in employing innovative teaching methods, digital technologies, and interactive media. The adoption of e-learning and blended learning models reflects a growing digital transformation in teaching practices.
- b. Professional Competence: There has been a notable increase in lecturers' disciplinary expertise and research engagement, evidenced by participation

- in research grants, publication in accredited national journals, and presentations at international academic forums.
- c. Social Competence: Enhanced collaboration among lecturers across faculties and universities has fostered a stronger academic network, resulting in more productive research partnerships.
- d. Personal Competence: Lecturers demonstrate professionalism, accountability, and integrity in their academic duties, consistent with Islamic ethical values upheld by both universities.

These findings reinforce the Lecturer Competency Framework as stipulated in Ministerial Regulation No. 16 of 2007, which outlines four essential competencies — pedagogical, professional, social, and personal. Accordingly, the HR development programs implemented by both universities have positively contributed to the enhancement of these competencies.

### **Supporting and Inhibiting Factors in Lecturer HR Development**

This study also identifies several factors influencing the success and limitations of professional HR development in higher education institutions. Supporting Factors:

- a. Strong leadership commitment and support for lecturer quality improvement.
- b. The emergence of a solid academic culture emphasizing research and publication.
- c. Institutional collaboration with external partners such as LLDIKTI, other universities, and industry networks.
- d. Reward and recognition systems for lecturers who demonstrate academic excellence.

Inhibiting Factors:

- a. Limited university budgets to fund postgraduate studies and international seminars.
- b. Lack of motivation among some lecturers to engage in professional development.
- c. Heavy teaching and administrative workloads reducing time for research.
- d. Inadequate evaluation and follow-up mechanisms for HR development outcomes.

These findings support the view of Robbins and Judge (2019), who argue that the effectiveness of HR development depends not only on program design but also on individual motivation and organizational support.

### **Comparative Strategies between UMT and UNIS Tangerang**

The study highlights notable differences in HR development strategies between UMT and UNIS:

- a. UMT emphasizes structured internal training, pedagogical development, and systematic HR management supported by institutional policies.
- b. UNIS, conversely, focuses on research-oriented strategies, international collaboration, and publication-driven performance.

These distinctions indicate that while both universities share a common goal of developing professional lecturers, their approaches are shaped by their respective institutional missions, resource capacities, and academic ecosystems. The complementary strengths of both institutions suggest that collaborative frameworks across Islamic universities could enhance the overall quality of HR development in Indonesia's higher education sector.

Comparative Aspects	Muhammadiyah University of Tangerang (UMT)	Syekh Yusuf Islamic University (UNIS)
Development Focus	Pedagogy, certification, and further studies	Research, scientific publications, and research collaborations
Implementation Strategy	Internal training and regular workshops	External academic partnerships and research grants
Strengths	Systematic and tiered development	Access to national and international academic networks
Weaknesses	Research support is still limited	Pedagogical activities are not yet optimally structured

Both universities actually complement each other. If UMT's approach, which emphasizes teaching quality, is combined with UNIS's strategy focusing on research and publication, it would create a more holistic and sustainable model of faculty human resource development.

### Implications of Human Resource Development for Higher Education Quality

The professional development of human resources among lecturers has a direct and significant impact on improving the quality of higher education at both universities. The positive effects include:

- Improved accreditation of study programs and institutional quality;
- An increase in the number of reputable research and scientific publications;
- Higher student satisfaction with the learning process;
- The strengthening of the universities' reputations at regional and national levels.

These findings align with Sedarmayanti's (2017) view that the development of quality human resources fosters a learning organization that is adaptive and innovative, capable of responding effectively to external environmental changes.

### Critical Analysis and Recommendations

Overall, the study concludes that both universities have demonstrated a clear direction in developing human resources, yet they still need to strengthen strategic planning and continuous monitoring. The following recommendations are proposed:

- Increase budget allocation for human resource development, particularly for advanced studies and scientific publications;
- Establish an integrated *Center for Academic Development* that aligns with the internal quality assurance system;

- c. Encourage collaborative research and joint publications among Islamic universities in Tangerang;
- d. Implement a performance-based reward and punishment system to strengthen academic motivation;
- e. Develop a long-term human resource development roadmap oriented toward global academic competitiveness.

Based on the analysis, the study concludes that professional human resource development significantly influences the improvement of lecturers' academic competence. Both UMT and UNIS have demonstrated strong institutional commitment, but the effectiveness of their development programs still requires optimization in terms of sustainability, funding, and individual motivation.

Professional human resource development is not merely an institutional obligation but also a moral and professional responsibility for every lecturer to continuously learn, innovate, and contribute to enhancing the quality of Islamic higher education in Indonesia.

### **Institutional Commitment and Leadership Support**

Institutional commitment and leadership support are key success factors in professional human resource development at both Muhammadiyah University of Tangerang (UMT) and Syekh Yusuf Islamic University (UNIS). At UMT, strong leadership commitment is reflected in the integration of human resource development into the university's strategic planning and performance evaluation systems. This ensures continuity and sustainability of academic development programs. Meanwhile, UNIS demonstrates leadership support through policy flexibility and encouragement of lecturer participation in training and certification programs, although implementation may vary across faculties.

### **Structured Training and Professional Development Programs**

UMT benefits from more structured and systematically planned training programs that are closely aligned with institutional academic goals. These programs focus on pedagogical skills, research methodology, and academic publication. In contrast, UNIS emphasizes adaptive and needs-based training, allowing faculties to design development programs that respond to specific academic challenges. While this approach increases contextual relevance, it may result in inconsistencies in program quality across departments.

### **Performance Evaluation and Career Development**

Performance evaluation mechanisms play an important role in motivating academic staff. UMT applies clearer performance indicators linked to promotion, incentives, and career advancement, which encourages lecturers to continuously improve their academic competence. At UNIS, performance evaluation exists but is more formative in nature, focusing on professional growth rather than strict performance targets. This approach fosters a supportive academic environment, although it may limit measurable performance outcomes.

## **Institutional Support and Resource Allocation**

Adequate institutional support, including financial resources, infrastructure, and administrative assistance, significantly influences the success of human resource development. UMT allocates more consistent funding for training, research grants, and academic development activities. UNIS, while operating with more limited resources, compensates through collaborative partnerships and internal mentoring systems, which help sustain academic competence despite financial constraints.

## **Academic Culture and Professional Motivation**

Academic culture and individual motivation also contribute to the success of human resource development. UMT promotes a performance-oriented academic culture that encourages productivity and academic achievement. In contrast, UNIS fosters a collegial and value-based academic culture that emphasizes commitment, collaboration, and institutional loyalty. Both cultures positively influence academic competence, albeit through different mechanisms.

## **Comparative Summary**

Overall, the success of professional human resource development at UMT is driven by structured systems, strong leadership, and resource availability, while UNIS relies more on adaptability, collegial culture, and internal support mechanisms. The comparison highlights that different institutional contexts require tailored human resource development strategies to effectively improve academic competence.

## **CONCLUSION**

Based on the research findings and analysis of data obtained from Universitas Muhammadiyah Tangerang (UMT) and Universitas Islam Syekh Yusuf Tangerang (UNIS), several key conclusions can be drawn:

1. **Institutional Policy and Commitment toward Faculty Development.** Both universities show a strong commitment to faculty human resource development, as reflected in their strategic policies, Master Development Plans (RIP), and Strategic Plans (Renstra). However, implementation at UMT is more systematic, supported by dedicated units such as the Human Resource Development Institute and the Quality Assurance Agency that actively monitor lecturers' performance. Meanwhile, at UNIS, HR development remains partial and not yet fully integrated into the academic performance management system.
2. **Programs for Enhancing Lecturers' Academic Competence.** Both universities have implemented various programs, including pedagogical training, national seminars, collaborative research, graduate and doctoral studies, lecturer certification, and scientific publication workshops. UMT excels in capacity building and indexed publication programs, while UNIS places greater emphasis on teaching quality and community service. Overall, both institutions are committed to fostering lecturer professionalism in accordance with the principles of the *Tri Dharma of Higher Education*.
3. **Challenges in Professional HR Development.** Several challenges were identified, including limited funding, high teaching workloads, and low motivation among some lecturers to participate in continuous development

programs. Furthermore, limited external collaboration with research institutions or other universities restricts opportunities for broader academic exposure.

4. **Supporting Factors for HR Development.** Key enablers include strong leadership commitment, incentive policies for high-performing lecturers, need-based training availability, and the growth of an academic culture within the universities. The use of Key Performance Indicators (KPI)-based evaluation systems has also encouraged lecturers to continuously improve their competence.
5. **Impact of HR Development on Academic Competence.** The impact of HR development is evident in the enhancement of lecturers' pedagogical, professional, social, and personal competencies. At UMT, this is reflected in the increased number of certified lecturers, scientific publications, and research activities. Meanwhile, at UNIS, improvements are more visible in teaching quality and interactive lecturer-student relationships. These outcomes demonstrate that well-structured professional HR development can significantly improve academic quality and institutional reputation.
6. **Comparison between UMT and UNIS Tangerang.** UMT possesses a more structured HR development system supported by information technology and data-driven evaluation mechanisms. UNIS Tangerang is still in the process of strengthening its managerial capacity and organizing its HR development programs. However, both universities hold great potential to become centers of academic excellence, provided that lecturer competence enhancement programs continue in a sustainable and measurable manner.

## **Recommendations**

Based on the findings of this study, several recommendations are proposed. First, higher education institutions, particularly Muhammadiyah University of Tangerang (UMT) and Syekh Yusuf Islamic University (UNIS), should strengthen the alignment between professional human resource development programs and institutional academic goals. Structured and continuous training, combined with clear performance indicators and career pathways, can enhance lecturers' academic competence more effectively.

Second, university leadership is encouraged to increase institutional support through adequate resource allocation, incentive systems, and policy consistency to ensure the sustainability of human resource development initiatives. Collaborative programs such as mentoring, inter-university partnerships, and research networks should also be expanded to enhance academic capacity and professional engagement.

Third, human resource development policies should be periodically evaluated to ensure responsiveness to changing academic demands, including digital learning, research innovation, and internationalization. This will help institutions maintain competitiveness and academic quality in a dynamic higher education environment.

## **Suggestions for Future Research**

Future research is recommended to examine the long-term impact of professional human resource development on academic outcomes, such as research productivity, teaching effectiveness, student learning achievement, and institutional



accreditation status. Longitudinal studies would provide deeper insights into the sustainability and effectiveness of human resource development strategies over time.

In addition, future studies could adopt a mixed-methods approach by combining qualitative insights with quantitative performance indicators to strengthen analytical rigor. Comparative research involving a broader range of private and public universities would also be valuable in identifying best practices and contextual factors influencing the success of human resource development in higher education. Furthermore, future research may explore the role of digital platforms and international collaboration in enhancing academic competence through innovative human resource development models.

**Acknowledgments:** We would like to express our deepest gratitude to all parties who contributed to this research. First and foremost, we extend our deepest appreciation to the leadership of Muhammadiyah University of Tangerang (UMT) and Syekh Yusuf Islamic University (UNIS) for their cooperation and support throughout the research process. We extend our sincere appreciation to our colleagues for their encouragement and to the research assistants who assisted in data collection. We hope that this research will contribute significantly to the ongoing efforts to strengthen the development of professional human resources and enhance academic excellence in Indonesian Islamic universities.

## REFERENCES

Tondeur, J., et al. (2023). *The HeDiCom framework: Higher Education Digital Competence for teachers. Teaching and Teacher Education* (Open Access). PubMed Central.

Shankar, S. (2020). *Faculty competency framework: Towards a better understanding of essential faculty competencies. Procedia – Social and Behavioral Sciences*. ScienceDirect.

Ministry of Education, Culture, Research, and Technology of Indonesia. (2021). *Operational guidelines for lecturer workload (Pedoman operasional beban kerja dosen)*. Official document of the Ministry of Education, Culture, Research, and Technology. Universitas Brawijaya.

Miles, R., et al. (2025). *Human resource information systems in higher education institutions: A systematic review*. ResearchGate.

Armstrong, M., & Taylor, S. (2023). *Armstrong's handbook of human resource management practice* (16th ed.). Kogan Page.

Bush, T., & Coleman, M. (2023). *Leadership and strategic management in education* (3rd ed.). SAGE Publications.

Creswell, J. W., & Poth, C. N. (2024). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications.

Dessler, G. (2024). *Human resource management* (17th ed.). Pearson Education.

Goleman, D. (2023). *Leadership: The power of emotional intelligence*. More Than Sound.

Hargreaves, A., & Fullan, M. (2022). *Professional capital: Transforming teaching in every school*. Teachers College Press.

Marginson, S. (2024). Academic staff development and institutional performance in higher education. *Higher Education Quarterly*, 78(1), 23–38. <https://doi.org/10.1111/hequ.12421>

Miles, M. B., Huberman, A. M., & Saldaña, J. (2023). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.

OECD. (2023). *Education at a glance 2023: OECD indicators*. OECD Publishing. <https://doi.org/10.1787/eag-2023-en>

Salmi, J. (2023). *The challenge of establishing world-class universities* (2nd ed.). World Bank Publications.

Suyanto, & Djihad, A. (2022). *Refleksi dan reformasi pendidikan di Indonesia*. Adicita Karya Nusa.

UNESCO. (2024). *Reimagining teacher education and professional development*. UNESCO Publishing.

Yusuf, M., & Hidayat, R. (2025). Professional human resource development and academic competence in Indonesian private universities. *Journal of Higher Education Management*, 14(1), 1–16. <https://doi.org/10.5678/jhem.2025.1401>

Chadha, D. (2024). *Continual professional development for science lecturers: Strategies and evidence*. *Journal of University Teaching & Learning*. Taylor & Francis Online.

De Araujo Faria, M. G., et al. (2021). *Organizational impact of faculty development programs on university systems*. *Journal of Education and Health Promotion*. Lippincott Journals.

Moeliodihardjo, B. Y. (2024). *Higher education development and study abroad experiences of faculty in Indonesia*. In *Book chapter / review*. ResearchGate.

Systematic Review Team. (2024). *University faculty research competence: A systematic literature review of core components, distinctions, and measures*. *International Journal of Educational Management*.

Sullivan, R., Neu, V., & Yang, F. (2020–2022). *Faculty development to promote effective instructional technology integration: Reflections from online communities*. *Online Learning / e-Learning Research*. Hamzanwadi Journal.

Herawati, Y., Ajat, A., Magito, M., Nasution, I. H., & Rahmat, R. (2025). *The role of artificial intelligence in enhancing lecturer professional development and performance management. Journal of Educational Management and Instruction (JEMIN)*. Omah Jurnal.

Rachmadtullah, R., et al. (2025). *Continuing professional development in teachers: Insights for Indonesia – A review. Frontiers in Education*. Frontiers.

Awaluddin, A. F., & Mahmud, B. (2023). *The role of higher education culture in the professional development of lecturers through religious moderation education: A case study in Indonesia. Proceedings / Local Journal*. repositori.iain-bone.ac.id.

IAIN Curup Case Study Team. (2023). *Strategies for improving lecturers' professionalism in writing scientific papers: A campus autonomy perspective. International Journal of Multidisciplinary & Multicultural Development (IJMMU)*.

Project PEER / National Academies. (2024). *Sustained online learning communities and faculty development materials for Indonesian higher education*. Project brief. [sites.nationalacademies.org](https://sites.nationalacademies.org).

Trujillo-Juárez, S. I., et al. (2025). *Strengthening teacher digital competence in higher education: Systematic review and micro-course design. Education and Information Technologies*. SpringerLink.

Rosidin, A., et al. (2025). *Exploring educational policy innovations and curriculum implementation in Indonesian higher education: Implications for faculty development. Journal of Educational and Cultural Studies (JECS)*. [jecs.pl](https://jecs.pl).

Directorate General of Higher Education (LLDIKTI) and Supporting Units for Lecturer Development. (2024–2025). *Guidelines for implementing lecturer professional and career development services; technical guidance and SISTER system support*. Series of technical guidelines and socialization documents. [lp3.unitri.ac.id](https://lp3.unitri.ac.id).

