

A Quality-Based Human Resource Performance Development Model in Private Higher Education: A Case Study at Muhammadiyah University of Tangerang

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ABSTRAK

Studi ini meneliti model pengembangan kinerja sumber daya manusia berbasis kualitas di perguruan tinggi swasta, dengan studi kasus khusus di Universitas Muhammadiyah Tangerang. Penelitian ini didasarkan pada kebutuhan yang semakin meningkat bagi universitas swasta untuk memperkuat kinerja sumber daya manusia guna meningkatkan kualitas akademik, daya saing institusional, dan kepercayaan pemangku kepentingan. Tujuan studi ini adalah untuk menganalisis desain, implementasi, dan efektivitas model pengembangan kinerja berorientasi kualitas untuk staf akademik. Pendekatan studi kasus kualitatif digunakan, dengan metode pengumpulan data yang meliputi wawancara mendalam, observasi, dan analisis dokumen yang melibatkan pimpinan universitas, manajer sumber daya manusia, dan dosen. Temuan menunjukkan bahwa model pengembangan kinerja berbasis kualitas dibangun di atas standar kompetensi, program pengembangan profesional berkelanjutan, indikator kinerja yang terukur, dan mekanisme penjaminan mutu terintegrasi. Faktor pendukung utama meliputi komitmen kepemimpinan, sistem evaluasi terstruktur, dan pelatihan yang selaras dengan target kualitas institusional. Model ini berkontribusi pada peningkatan efektivitas pengajaran, produktivitas penelitian, dan pelayanan akademik. Studi ini menyimpulkan bahwa pengintegrasian prinsip-prinsip penjaminan mutu ke dalam pengembangan kinerja sumber daya manusia memberikan kerangka kerja berkelanjutan untuk memperkuat kinerja dosen di lembaga pendidikan tinggi swasta.

Kata kunci: model SDM berbasis kualitas, kinerja sumber daya manusia, pengembangan dosen, pendidikan tinggi swasta, penjaminan mutu

ABSTRACT

This study examines a quality-based human resource performance development model in private higher education, with a specific case study at Muhammadiyah University of Tangerang. The research is grounded in the growing need for private universities to strengthen human resource performance to enhance academic quality, institutional competitiveness, and stakeholder trust. The objective of this study is to analyze the design, implementation, and effectiveness of a quality-oriented performance development model for academic staff. A qualitative case study approach was employed, using data collection methods that included in-depth interviews, observations, and document analysis involving university leaders, human resource managers, and lecturers. The findings reveal that a quality-based performance development model is built upon competency standards, continuous professional development programs, measurable performance indicators, and integrated quality assurance mechanisms. Key supporting factors include leadership commitment, structured evaluation systems, and training aligned with institutional quality targets. The model contributes to improvements in teaching effectiveness, research productivity, and academic service. The study concludes that integrating quality assurance principles into human resource performance development provides a sustainable framework for strengthening lecturer performance in private higher education institutions.

Keywords: quality-based HR model, human resource performance, lecturer development, private higher education, quality assurance,

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Introduction

Human resource performance has become a decisive factor in determining the quality, competitiveness, and sustainability of higher education institutions. In private higher education, where

institutional survival is closely linked to academic reputation, student satisfaction, and accreditation outcomes, the performance of human resources particularly lecturers and academic staff plays a central role. Rapid changes in educational standards, digital transformation, and increasing accountability requirements have made it necessary for universities to adopt structured and quality-based human resource performance development models. Albrecht, S. L., Bakker, A. B., & Gruman, J. A. (2021).

A quality-based approach to human resource performance development emphasizes systematic planning, measurable standards, continuous improvement, and alignment with institutional quality assurance frameworks. Rather than relying solely on administrative evaluation, this approach integrates competency standards, continuous professional development, performance indicators, and feedback mechanisms into a unified system. Such a model ensures that performance development is not incidental but strategically managed and continuously monitored. In this context, quality principles including consistency, accountability, evidence-based evaluation, and improvement cycles become the foundation for human resource development policies. Armstrong, M. (2021).

Private universities often face distinct challenges compared to public institutions, including limited financial resources, higher competitive pressure, and the need to demonstrate institutional value to stakeholders. These conditions require more adaptive and efficient human resource management systems. A performance development model that is explicitly linked to quality assurance processes can help private universities optimize their human resources while maintaining academic standards. When performance development is connected to institutional quality targets, accreditation criteria, and strategic plans, it becomes more focused and impactful. Armstrong, M., & Taylor, S. (2023).

Muhammadiyah University of Tangerang represents a relevant case for examining how a quality-based human resource performance development model is designed and implemented in practice. As a private higher education institution operating within a structured organizational and quality assurance framework, it provides a practical context for analyzing policies, systems, and strategies related to lecturer performance development. Studying this case helps illustrate how quality principles are translated into operational HR practices and how they influence academic outcomes. Becker, B. E., & Huselid, M. A. (2020).

Previous studies have shown that integrated performance management and human resource development systems positively affect employee productivity and organizational performance. However, more context-specific analysis is needed to understand how quality-based performance development models function within private higher education institutions. Institutional culture, leadership commitment, governance structure, and quality assurance systems may significantly shape implementation results. Bondarouk, T., Parry, E., & Furtmueller, E. (2022).

Therefore, this study aims to explore and analyze a quality-based human resource performance development model in private higher education through a case study at Muhammadiyah University of Tangerang. The study focuses on model components, implementation mechanisms, and performance outcomes. The results are expected to contribute both conceptually and practically to the development of quality-oriented human resource performance systems in private higher education institutions. Boxall, P., Purcell, J., & Wright, P. (2022).

Method

This study employed a qualitative case study design to explore and analyze a quality-based human resource performance development model in private higher education, focusing on Muhammadiyah University of Tangerang as the research site. The case study approach was chosen to obtain an in-depth and contextual understanding of policies, systems, and practices related to human resource performance development within a real institutional setting. Bryson, J. (2021).

The research site was selected purposively based on its status as a private higher education institution that actively implements internal quality assurance and structured human resource development programs. The participants consisted of university leaders, human resource management officials, quality assurance unit representatives, faculty deans, and lecturers. Informants were determined using purposive sampling, with selection criteria including direct involvement in HR management, lecturer development programs, and performance evaluation processes. Kaplan, R. S., & Norton, D. P. (2020).

Data were collected using multiple techniques to ensure depth and credibility. First, semi-structured interviews were conducted with key informants to gather detailed information about HR performance development policies, quality-based standards, implementation mechanisms, and evaluation practices. Second, non-participant observations were carried out to understand how performance development activities and quality assurance processes were implemented in practice. Third, document analysis was conducted on institutional regulations, HR guidelines, performance appraisal instruments, training records, quality assurance manuals, and strategic planning documents. Kaufman, B. E. (2020).

Data analysis followed an interactive qualitative analysis model consisting of data reduction, data categorization, thematic coding, and conclusion drawing. The researcher organized the data into key themes such as competency standards, development programs, performance indicators, quality assurance integration, and supporting and inhibiting factors. Triangulation of sources and methods was applied to enhance the validity and reliability of the findings. Member checking was also conducted with selected informants to confirm interpretive accuracy. Lee, D., & Park, S. (2025).

Ethical considerations were maintained throughout the study. All participants provided informed consent, participation was voluntary, and confidentiality of personal and institutional information was protected. This methodological approach enabled a comprehensive and systematic examination of the

quality-based human resource performance development model implemented at Muhammadiyah University of Tangerang. Li, L., Zhang, J., & Wang, H. (2024).

Results

The findings of this study indicate that the quality-based human resource performance development model at Muhammadiyah University of Tangerang is implemented through an integrated system that connects competency standards, performance measurement, continuous professional development, and internal quality assurance mechanisms. Noe, R. A. (2020). The model operates through structured planning, implementation, monitoring, and improvement cycles. The results are presented in the following tables. Mathis, R. L., Jackson, J. H., Valentine, S., & Meglich, P. (2021).

Table 1. Core Components of the Quality-Based HR Performance Development Model

No	Component	Main Elements	Implementation Form	Quality Orientation
1	Competency Standards	Academic, pedagogical, research, and service competencies	Lecturer competency framework	Refers to national and institutional standards
2	Performance Indicators	Teaching, research, community service, academic support	KPI-based lecturer workload system	Measurable and documented
3	Development Programs	Training, workshops, certification, research mentoring	Scheduled annual programs	Continuous improvement
4	Performance Evaluation	Periodic appraisal and academic reporting	Semester and annual reviews	Evidence-based evaluation
5	Quality Assurance Integration	Internal quality audit and monitoring	QA unit involvement	Quality cycle alignment

Table 2. Implementation of HR Performance Development Programs

No	Program Type	Activities	Frequency	Observed Outcomes
1	Pedagogical Training	Outcome-based learning workshops	Each semester	Improved teaching design
2	Research Development	Proposal clinics and publication mentoring	Quarterly	Increased research proposals
3	Academic Writing	Journal writing training	Twice per year	Higher publication output
4	Certification Support	Functional rank & certification guidance	Ongoing	Increased lecturer certification
5	Digital Learning Skills	LMS and digital pedagogy training	Each semester	Better digital teaching capacity

Table 3. Lecturer Performance Outcomes After Model Implementation

No	Performance Area	Before Model Strengthening	After Model Implementation	Change Pattern
1	Teaching Quality	Moderately standardized	Structured and evaluated	Significant improvement
2	Research Publications	Limited number	Increased annually	Upward trend
3	Community Service	Activity-based	Program-based	More systematic
4	Academic Reporting	Manual and delayed	Digital and periodic	More timely
5	Functional Promotion	Slow progress	Structured mentoring	Faster promotion rate

Table 4. Supporting and Inhibiting Factors in Model Implementation

No	Factor Type	Factor	Influence on Implementation	Effect
1	Supporting	Leadership commitment	Strong policy backing	Smooth execution
2	Supporting	Internal Quality Assurance Unit	Monitoring and standards control	Consistent quality
3	Supporting	Digital HR systems	Efficient performance tracking	Transparent data
4	Inhibiting	Lecturer workload	Limited development time	Slower research growth
5	Inhibiting	Budget limits	Restricted training scale	Uneven participation

Table 5. Quality Cycle in HR Performance Development Model

Stage	Activities	Responsible Unit	Output
Planning	Competency mapping & KPI setting	HR Unit & QA Unit	Performance standards
Implementation	Training & development programs	Faculties & HR	Competency improvement
Evaluation	Performance appraisal & audit	QA Unit	Performance reports
Improvement	Program revision & mentoring	Leadership & HR	Continuous upgrading

These results show that the quality-based HR performance development model functions as an integrated system linking standards, development, evaluation, and continuous improvement. Paauwe, J., & Farndale, E. (2020). The structured alignment between HR practices and quality assurance mechanisms contributes directly to measurable improvements in lecturer performance across academic domains. Parry, E., & Battista, V. (2021).

Discussion

The results demonstrate that the quality-based human resource performance development model implemented at Muhammadiyah University of Tangerang operates as an integrated and cyclical system

linking competency standards, performance indicators, development programs, and internal quality assurance mechanisms. This integration confirms that lecturer performance improvement is most effective when human resource development is embedded within an institutional quality framework rather than treated as a stand-alone administrative function. Phillips, J., & Phillips, P. (2021).

Referring to Table 1, the presence of clearly defined competency standards and KPI-based performance indicators provides a structured foundation for performance development. The use of measurable indicators across teaching, research, and community service supports a balanced academic workload model and reduces subjectivity in performance assessment. This finding aligns with performance management theory, which emphasizes that clarity of standards and measurable targets are critical drivers of behavioral alignment and productivity improvement. In the private higher education context, such clarity is especially important to ensure consistency across faculties and study programs. Rahman, A., & Nurhayati, S. (2025).

Table 2 shows that continuous professional development programs including pedagogical training, research mentoring, academic writing workshops, and digital learning training form the operational core of the model. The regularity and thematic focus of these programs indicate that development is designed as a continuous process rather than incidental intervention. The observed increase in research proposals, publications, and digital teaching capacity suggests that targeted and repeated development activities generate cumulative performance gains. This supports the human capital development perspective that sustained investment in academic competencies produces measurable institutional returns. Salas, E., Reyes, D., & McDaniel, S. (2020).

The performance outcome trends summarized in Table 3 indicate improvements across all three pillars of higher education: teaching, research, and community service. Teaching quality becomes more structured through outcome-based learning approaches and evaluation systems. Research output increases as a result of proposal clinics and publication mentoring. Community service shifts from incidental activities to program-based engagement. These patterns suggest that when performance development is quality-driven and systematically supported, lecturer output improves both quantitatively and qualitatively. Importantly, the improvement is not limited to one domain but distributed across academic responsibilities. Schleicher, A. (2020).

The supporting and inhibiting factors identified in Table 4 highlight that leadership commitment and quality assurance structures are decisive success variables. Strong leadership backing translates policy into enforceable programs, resource allocation, and monitoring discipline. The involvement of the internal quality assurance unit ensures that HR performance development follows documented standards and continuous audit cycles. At the same time, workload pressure and budget constraints remain practical barriers. These constraints are typical in private universities and indicate that model sustainability depends

on prioritization, efficiency, and phased program design. Shields, J., Brown, M., Kaine, S., Dolle-Smith, S., & North-Samardzic, A. (2020).

Table 5 confirms that the model follows a quality cycle pattern planning, implementation, evaluation, and improvement consistent with continuous quality improvement principles. Embedding HR performance development within this cycle creates feedback loops where evaluation results directly inform program revision and mentoring strategies. This cyclical structure prevents stagnation and supports adaptive improvement. It also strengthens institutional learning capacity, as performance data are systematically converted into development actions. Silva, R., & Gomez, P. (2025).

Overall, the findings suggest that a quality-based human resource performance development model is effective when it includes five reinforcing elements: clear competency standards, measurable performance indicators, continuous development programs, quality assurance integration, and leadership support. In the case of Muhammadiyah University of Tangerang, these elements function collectively as a performance ecosystem rather than isolated HR practices. This systemic alignment explains the observed improvements in lecturer performance and provides a replicable framework for other private higher education institutions seeking sustainable quality enhancement through human resource development. Stone, D. L., Deadrick, D., Lukaszewski, K., & Johnson, R. (2020).

Conclusion

This study concludes that the quality-based human resource performance development model implemented at Muhammadiyah University of Tangerang functions as an integrated and systematic framework that effectively improves lecturer performance in private higher education. The model is built upon clearly defined competency standards, measurable performance indicators, continuous professional development programs, and strong integration with internal quality assurance mechanisms. These components operate within a continuous quality cycle consisting of planning, implementation, evaluation, and improvement.

The findings show that aligning human resource performance development with quality assurance principles leads to measurable improvements in teaching effectiveness, research productivity, community service engagement, and academic administration. Structured training programs, KPI-based performance appraisal, and competency-driven development pathways contribute significantly to lecturer performance enhancement. Leadership commitment, digital HR systems, and active quality assurance units serve as critical enabling factors. Despite challenges such as workload pressure and budget limitations, the model demonstrates that quality-oriented HR performance development can be implemented effectively in a private university context when supported by institutional governance and continuous monitoring.

Overall, the study affirms that embedding quality principles into human resource performance development provides a sustainable and replicable approach for strengthening academic performance and institutional competitiveness in private higher education institutions.

Recommendations

1. Institutionalize Quality-Based HR Development Frameworks: Private higher education institutions should formally adopt quality-based HR performance development models that integrate competency standards, KPI systems, and continuous improvement cycles into official policy and governance documents.
2. Strengthen Continuous Professional Development Programs: Universities should expand structured and recurring development programs in pedagogy, research, publication, and digital learning to ensure sustained lecturer competency growth.
3. Enhance KPI-Based Performance Evaluation Systems: Performance appraisal systems should be refined with transparent, balanced, and measurable indicators across teaching, research, and community service, supported by digital monitoring tools.
4. Increase Leadership and Quality Assurance Involvement: Institutional leaders and quality assurance units should remain actively involved in supervising, evaluating, and refining HR performance development programs to ensure consistency and accountability.
5. Manage Workload and Resource Allocation Strategically: Institutions should balance lecturer workload and prioritize high-impact development initiatives so that performance improvement efforts remain feasible and sustainable under resource constraints.
6. Promote Replication and Comparative Studies: Future research is recommended to test and compare this quality-based HR performance development model across multiple private universities using mixed or quantitative methods to strengthen generalizability and model refinement.

Acknowledgment

The author expresses sincere gratitude to Muhammadiyah University of Tangerang for the support and access provided during this study. Appreciation is also extended to the university leaders, quality assurance staff, and lecturers who contributed their time and insights. Their cooperation and openness were essential to the completion of this research.

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