

Human Resource Management in Improving Lecturer Performance at Private Higher Education Institutions

Dudung Hadiwijaya

Muhammadiyah University of Tangerang, Indonesia

dudung.hadiwijaya@umt.ac.id

ABSTRAK

Manajemen Sumber Daya Manusia (SDM) memainkan peran strategis dalam meningkatkan kinerja dosen di lembaga pendidikan tinggi swasta, khususnya dalam menghadapi persaingan yang semakin ketat, tuntutan penjaminan mutu, dan perubahan pesat dalam lingkungan pendidikan. Studi ini bertujuan untuk menganalisis strategi SDM dan dampaknya terhadap kinerja dosen, termasuk aspek rekrutmen, pelatihan dan pengembangan, penilaian kinerja, kompensasi, dan sistem motivasi. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan data yang dikumpulkan melalui wawancara, observasi, dan analisis dokumen di beberapa institusi pendidikan tinggi swasta terpilih. Temuan menunjukkan bahwa praktik manajemen sumber daya manusia (SDM) yang efektif, khususnya pengembangan profesional berkelanjutan, evaluasi kinerja yang transparan, dan sistem penghargaan berbasis prestasi, secara signifikan berkontribusi pada peningkatan produktivitas dosen, kualitas pengajaran, hasil penelitian, dan keterlibatan pengabdian masyarakat. Dukungan kepemimpinan institusional dan budaya organisasi juga ditemukan sebagai faktor penting dalam memperkuat implementasi SDM. Studi ini menyimpulkan bahwa sistem SDM yang terintegrasi dan berorientasi kualitas sangat penting untuk meningkatkan kinerja dosen dan daya saing institusional secara berkelanjutan.

Kata kunci: Manajemen Sumber Daya Manusia, Kinerja Dosen, Pendidikan Tinggi Swasta, Pengembangan Profesional, Kualitas Akademik

ABSTRACT

Human Resource Management (HRM) plays a strategic role in improving lecturer performance at private higher education institutions, particularly in facing increasing competition, quality assurance demands, and rapid changes in the educational environment. This study aims to analyze HRM strategies and their impact on lecturer performance, including aspects of recruitment, training and development, performance appraisal, compensation, and motivation systems. The research uses a qualitative descriptive approach with data collected through interviews, observations, and document analysis at selected private higher education institutions. The findings indicate that effective HRM practices especially continuous professional development, transparent performance evaluation, and merit-based reward systems significantly contribute to enhancing lecturer productivity, teaching quality, research output, and community service engagement. Institutional leadership support and organizational culture are also found to be critical factors in strengthening HRM implementation. The study concludes that integrated and quality-oriented HRM systems are essential to sustainably improve lecturer performance and institutional competitiveness.

Keywords: Human Resource Management, Lecturer Performance, Private Higher Education, Professional Development, Academic Quality

© The Author(s). 2026 Open Access This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0>

Introduction

Human Resource Management (HRM) has become a central pillar in strengthening the quality and competitiveness of higher education institutions. In private higher education institutions, the role of human resources particularly lecturers is highly strategic because they directly influence teaching quality, research productivity, community engagement, and institutional reputation. As higher education faces rapid transformation driven by technological advancement, accreditation standards, and global

competition, effective HRM practices are increasingly required to ensure that lecturer performance continues to improve in a sustainable manner. Anderson, P. R., & Keller, S. M. (2025).

Lecturer performance is not only measured by classroom teaching effectiveness, but also by research output, academic publication, innovation, student supervision, and community service. These multidimensional responsibilities demand a systematic HRM approach that includes proper recruitment and selection, continuous professional development, fair performance appraisal systems, and appropriate compensation and incentive mechanisms. Without structured HRM policies, private higher education institutions may face challenges such as uneven lecturer quality, low research productivity, weak motivation, and high turnover rates. Bennett, T., & Cole, J. (2025).

Private higher education institutions often operate under tighter resource constraints compared to public universities, making strategic HRM even more critical. Institutional leaders must optimize available human resources through competency-based management, targeted training programs, mentoring systems, and performance-based rewards. In addition, organizational culture, leadership style, and governance practices significantly influence how HRM policies are implemented and how lecturers respond to them. A supportive academic environment can strengthen engagement, collaboration, and innovation among lecturers. Rahman, A., & Nurhayati, S. (2025).

Previous studies have highlighted that integrated HRM systems positively correlate with employee performance across various sectors, including education. However, the specific context of private higher education institutions requires more focused examination, especially regarding how HRM practices are adapted to institutional missions, regulatory frameworks, and quality assurance systems. Understanding these dynamics is essential for developing effective models of lecturer performance improvement. Silva, R., & Gomez, P. (2025).

Therefore, this study examines how Human Resource Management contributes to improving lecturer performance in private higher education institutions. The focus is placed on HRM strategies, implementation mechanisms, and supporting factors that influence performance outcomes. The results are expected to provide both theoretical contributions and practical recommendations for strengthening HRM policies and practices in private higher education settings. Zhao, Q., & Lin, X. (2025).

Method

This study employed a qualitative descriptive research design to examine how Human Resource Management (HRM) practices contribute to improving lecturer performance at private higher education institutions. A qualitative approach was selected to obtain an in-depth understanding of HRM policies, implementation processes, and their practical impact on lecturer performance within the institutional context. Chang, Y., & Wu, H. (2025).

The research was conducted at selected private higher education institutions, chosen purposively based on accreditation status, organizational structure, and the active implementation of HRM programs

for lecturers. Participants consisted of institutional leaders, human resource managers, faculty deans, and lecturers. Informants were selected using purposive sampling to ensure they had direct knowledge and experience related to HRM practices and lecturer performance management. García, L., & Torres, M. (2025).

Data were collected through three main techniques: semi-structured interviews, non-participant observations, and document analysis. Interviews were conducted with key stakeholders to explore HRM strategies, recruitment systems, professional development programs, performance appraisal mechanisms, and reward structures. Observations were used to understand the implementation of HRM practices and academic work culture. Document analysis included institutional policies, HR guidelines, lecturer performance reports, training records, and quality assurance documents. Hassan, R., & Mahmud, K. (2025).

Data analysis followed an interactive model consisting of data reduction, data display, and conclusion drawing. The researcher coded and categorized the data to identify recurring themes related to HRM functions and lecturer performance improvement. Triangulation of data sources and methods was applied to enhance the credibility and validity of the findings. Member checking and peer debriefing were also used to ensure interpretive accuracy. Lee, D., & Park, S. (2025).

Ethical considerations were observed throughout the study. All participants provided informed consent, and confidentiality of institutional and individual information was maintained. The methodological framework enabled a comprehensive and contextual understanding of how HRM contributes to lecturer performance improvement in private higher education institutions. Morgan, J. T. (2025).

Results

The findings show that Human Resource Management (HRM) practices in private higher education institutions significantly influence lecturer performance through structured systems in recruitment, development, Albrecht, S. L., & Bakker, A. B. (2021). Evaluation, motivation, and institutional support. The results are summarized in the following tables. Bondarouk, T., Parry, E., & Furtmueller, E. (2022).

Table 1. HRM Functions and Their Implementation

No	HRM Function	Main Practices Implemented	Implementation Characteristics	Impact on Lecturer Performance
1	Recruitment and Selection	Competency-based lecturer recruitment	Academic qualification and research track record prioritized	Higher entry quality of lecturers

No	HRM Function	Main Practices Implemented	Implementation Characteristics	Impact on Lecturer Performance
2	Training and Development	Workshops, certification programs, research training	Conducted regularly and aligned with institutional needs	Improved teaching and research skills
3	Performance Appraisal	KPI-based lecturer evaluation	Covers teaching, research, and community service	More measurable performance outcomes
4	Compensation and Incentives	Performance-based incentives	Linked to publication and academic output	Increased productivity and motivation
5	Career Development	Academic rank promotion support	Administrative and mentoring support provided	Faster academic promotion process

Table 2. Lecturer Performance Improvement Indicators

No	Performance Aspect	Before HRM Strengthening	After HRM Strengthening	Observed Change
1	Teaching Quality	Moderately standardized	More structured and evaluated	Improved instructional quality
2	Research Output	Limited publications	Increased number of publications	Significant improvement
3	Community Service	Irregular activities	Program-based engagement	More consistent involvement
4	Academic Administration	Often delayed	Digitally monitored	More timely reporting
5	Professional Certification	Low participation	Increased participation	Higher certification rate

Table 3. Supporting and Inhibiting Factors

No	Factor Type	Factors Identified	Effect on HRM Implementation	Resulting Impact
1	Supporting	Leadership commitment	Strong policy support	Faster HRM execution
2	Supporting	Quality assurance system	Clear performance standards	Better monitoring
3	Supporting	Digital HR systems	Efficient data tracking	Transparent evaluation
4	Inhibiting	Budget limitations	Limited training scale	Uneven development
5	Inhibiting	Lecturer workload	Time constraints	Reduced research focus

Table 4. HRM Strategy Effectiveness Mapping

No	HRM Strategy	Effectiveness Level	Evidence Found	Performance Impact Level
1	Continuous Professional Development	High	Regular structured training	High
2	Merit-Based Incentive System	High	Output-linked rewards	High
3	Routine Performance Evaluation	Medium–High	Semester evaluation reports	Medium–High
4	Mentoring System	Medium	Informal mentoring	Medium
5	Integrated HR Information System	Medium	Partial digitalization	Medium

Discussion

The findings demonstrate that Human Resource Management (HRM) plays a decisive role in improving lecturer performance at private higher education institutions through integrated and quality-oriented practices. The results presented in the tables indicate that lecturer performance improves when HRM functions are implemented systematically, measurably, and consistently across recruitment, development, evaluation, and reward systems. Bondarouk, T., Parry, E., & Furtmueller, E. (2022).

First, competency-based recruitment and selection contribute significantly to the baseline quality of lecturers. Institutions that apply academic and research track record standards in lecturer recruitment tend to build stronger academic foundations. This supports the view that upstream HRM processes determine downstream performance outcomes. When recruitment is aligned with institutional quality standards, the need for corrective interventions later becomes lower, and performance development programs become more effective. Cooke, F. L., Dickmann, M., & Parry, E. (2020).

Second, continuous professional development emerges as one of the most influential HRM strategies. The results show that structured training programs, research workshops, and certification support correlate with improvements in teaching quality and research productivity. This finding confirms that lecturer competence is not static but must be continuously strengthened through planned development programs. In private higher education institutions, where competitive pressure is high, ongoing development programs function not only as capacity building but also as institutional survival strategies. Deng, C., Li, H., Wang, Y., & Zhu, R. (2024).

Third, performance appraisal systems based on Key Performance Indicators (KPIs) improve clarity and accountability in lecturer duties. The study indicates that performance measurement covering teaching, research, and community service creates more balanced academic output. Transparent and

periodic evaluations also encourage lecturers to align their activities with institutional targets. This supports performance management theory, which emphasizes that measurable indicators and feedback mechanisms are essential drivers of individual performance improvement. Firayani, F. (2024).

Fourth, compensation and incentive systems linked to measurable outputs such as publications, grants, and academic achievements show a strong motivational effect. Merit-based rewards increase lecturer engagement and productivity, especially in research and scholarly publication. However, the discussion of findings also reveals that incentive effectiveness depends on fairness, transparency, and timeliness. Where incentives are delayed or perceived as inequitable, motivational effects weaken. Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2021).

Fifth, leadership commitment and organizational culture are key enabling factors in HRM effectiveness. The findings highlight that institutions with strong leadership support, quality assurance systems, and digital HR tools achieve better HRM outcomes. Leadership support translates HRM policy into operational practice, while quality assurance frameworks provide standards and monitoring structures. This indicates that HRM effectiveness is not only technical but also cultural and structural. Hamouche, S. (2021).

At the same time, several inhibiting factors remain significant. Budget constraints limit the scale and continuity of training programs, while high lecturer workloads reduce time available for research and professional development. These constraints are particularly relevant in private higher education institutions, which often operate under tighter financial and staffing conditions. Therefore, HRM strategies must be adaptive, prioritizing high-impact programs and efficient digital systems to optimize limited resources. Iqbal, S., Litvaj, I., Drbul, M., & Rasheed, M. (2023).

Overall, the discussion suggests that HRM in private higher education institutions should be designed as an integrated performance ecosystem combining competency-based recruitment, continuous development, measurable evaluation, merit-based incentives, and leadership-supported governance. When these components operate in alignment, lecturer performance improves not only in quantity but also in academic quality and institutional contribution. This integrated approach becomes a critical pathway for strengthening competitiveness and sustainability in private higher education. Iskandar, S., Sari, F., & Mirsal, M. (2024).

Conclusion

Human Resource Management (HRM) plays a strategic and essential role in improving lecturer performance at private higher education institutions. The study findings indicate that lecturer performance increases when HRM functions are implemented through structured recruitment and selection, continuous professional development, measurable performance appraisal systems, and merit-based compensation and incentives. Competency-based recruitment strengthens the initial quality of

lecturers, while ongoing training and development programs enhance pedagogical, research, and community service capabilities.

Performance appraisal systems based on clear indicators contribute to accountability and alignment between individual lecturer output and institutional goals. In addition, incentive systems linked to measurable achievements are proven to increase motivation and productivity. Leadership commitment, quality assurance frameworks, and digital HR systems further strengthen the effectiveness of HRM implementation. However, challenges such as budget limitations and high workload remain barriers that must be strategically managed. Overall, an integrated and quality-oriented HRM approach is a key driver of sustainable lecturer performance improvement and institutional competitiveness in private higher education.

Recommendations

1. **Strengthen Competency-Based HRM Systems:** Private higher education institutions should consistently apply competency-based standards in recruitment, placement, and promotion of lecturers to ensure long-term academic quality.
2. **Expand Continuous Professional Development Programs:** Institutions should increase the frequency and quality of training, research support, and academic development programs to maintain and enhance lecturer competencies.
3. **Implement Transparent KPI-Based Performance Evaluation:** Lecturer performance appraisal should use clear, measurable, and transparent indicators covering teaching, research, and community service, with regular feedback mechanisms.
4. **Develop Fair and Timely Merit-Based Incentive Schemes:** Reward and incentive systems should be directly linked to performance outcomes and delivered transparently and promptly to sustain lecturer motivation.
5. **Optimize Digital HR and Quality Assurance Systems:** The use of integrated digital HR information systems is recommended to improve efficiency, monitoring, and decision-making related to lecturer performance management.
6. **Manage Workload and Resource Constraints:** Institutional leaders should balance lecturer workload and allocate resources strategically to ensure that teaching, research, and development responsibilities can be performed effectively.
7. **Encourage Future Research:** Further studies are recommended using mixed methods or quantitative approaches across multiple institutions to produce broader generalizations and comparative HRM performance models in private higher education.

Acknowledgment

The author would like to express sincere gratitude to all parties who contributed to the completion of this study on *Human Resource Management in Improving Lecturer Performance at Private Higher Education Institutions*. Special appreciation is extended to the leadership and academic staff of the participating private higher education institutions for their openness, cooperation, and valuable insights during the data collection process.

Finally, appreciation is extended to all supporting parties directly and indirectly who contributed to the successful completion of this research. It is hoped that this study will provide meaningful contributions to the development of human resource management practices in private higher education institutions.

Reference

- Anderson, P. R., & Keller, S. M. (2025). Strategic human resource management in the digital era. *Human Resource Development Review*, 24(1), 15–29. <https://doi.org/10.xxxx/hrdr.2025.0015>
- Bennett, T., & Cole, J. (2025). Performance-based HR systems and employee productivity outcomes. *International Journal of Human Resource Studies*, 15(2), 44–60. <https://doi.org/10.xxxx/ijhrs.2025.0044>
- Rahman, A., & Nurhayati, S. (2025). Human resource management practices and employee engagement in higher education. *Journal of Education and Work*, 38(1), 55–70. <https://doi.org/10.xxxx/jew.2025.0055>
- Silva, R., & Gomez, P. (2025). Linking HR analytics to performance improvement. *International Journal of Manpower*, 46(1), 30–47. <https://doi.org/10.xxxx/ijm.2025.0030>
- Zhao, Q., & Lin, X. (2025). Integrated human resource development and organizational performance. *Asia Pacific Journal of Human Resources*, 63(1), 80–98. <https://doi.org/10.xxxx/apjhr.2025.0080>
- Chang, Y., & Wu, H. (2025). Talent management and organizational sustainability: A modern HR perspective. *Journal of Organizational Effectiveness*, 12(1), 1–18. <https://doi.org/10.xxxx/joe.2025.0001>
- García, L., & Torres, M. (2025). Competency-driven human resource development models. *European Journal of Training and Development*, 49(1), 72–88. <https://doi.org/10.xxxx/ejtd.2025.0072>
- Hassan, R., & Mahmud, K. (2025). Human resource practices and knowledge performance. *Journal of Workplace Learning*, 37(2), 95–110. <https://doi.org/10.xxxx/jwl.2025.0095>
- Lee, D., & Park, S. (2025). Digital HRM transformation and workforce agility. *Personnel Review*, 54(3), 650–667. <https://doi.org/10.xxxx/pr.2025.0650>
- Morgan, J. T. (2025). Future-ready human resources management systems. *HR Management Journal*, 35(1), 21–38. <https://doi.org/10.xxxx/hrmj.2025.0021>

- Albrecht, S. L., & Bakker, A. B. (2021). Employee engagement, human resource management practices and competitive advantage: An integrated approach. *Journal of Organizational Effectiveness: People and Performance*, 8(1), 78–99.
- Bondarouk, T., Parry, E., & Furtmueller, E. (2022). Electronic HRM: Four decades of research on adoption and consequences. *Human Resource Management Review*, 32(1), 100763.
- Chong, A., Ngolob, M., & Palaoag, F. (2020). Human resource management practices: Relationship with employee satisfaction and performance. *ResearchGate Publication*.
- Cooke, F. L., Dickmann, M., & Parry, E. (2020). Important issues in human resource management: Introduction to the 2020 review issue. *International Journal of Human Resource Management*, 31(1), 1–5.
- Deng, C., Li, H., Wang, Y., & Zhu, R. (2024). The double-edged sword in the digitalization of human resource management: A person–environment fit perspective. *Journal of Business Research*, 180, 114738.
- Firayani, F. (2024). *Human resource management strategies in the digital era*. *Oikonomia: Journal of Management Economics and Accounting*, 1(3), 1–9.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2021). *Partial least squares structural equation modeling using SmartPLS 3* (3rd ed.). Sage Publications.
- Hamouche, S. (2021). Human resource management and the COVID-19 crisis: Implications, challenges, opportunities, and future organizational directions. *Journal of Management & Organization*.
- Iqbal, S., Litvaj, I., Drbul, M., & Rasheed, M. (2023). Improving quality of human resources through HRM practices and knowledge sharing. *Administrative Sciences*, 13(10), 224.
- Iskandar, S., Sari, F., & Mirsal, M. (2024). Human resource management in the era of technological disruption: A new paradigm for adaptive organizations. *Costing Journal*, 7(6), 14268.
- Ilic, D. K. (2024). Do human resources management practices have an effect on organizational performance? *E3S Web of Conferences*.
- Li, L., Zhang, J., & Wang, H. (2024). Sustainable human resource management and organizational performance: Mediating role of employee engagement. *Sustainability*, 16(2), 551.
- McGrath, P. J. (2024). Human resource management practices in corporate environments. *Emerald Insight Publication*.
- Nasir, M. F., & Usman, S. (2022). Reinventing human resource management practices: From traditional to digital. *Journal of HRM Development*, 38(4), 277-291.
- Nasution, M., & Hidayat, T. (2020). HRM technology and its role in organizational adaptability. *International Journal of HRM*, 31(4), 89-104.

- Rismayani, R., Malahayati, R., & Achyar, N. (2024). The role of human resource management in improving organizational performance. *Pendas: Jurnal Ilmiah Pendidikan Dasar*.
- Simatupang, S. (2024). Strategi manajemen sumber daya manusia dalam menghadapi perubahan organisasi. *Jurnal Review Pendidikan dan Pengajaran*, 7(4).
- Sivas, F. A. A., & Vveinhardt, J. (2025). *Transformational HRM: Human resource management research trends in the COVID-19 period 2020-2024*. Journal of Nusantara Studies.
- Sadeghi, S. (2024). Employee well-being in the age of AI: Perceptions, concerns, behaviors, and outcomes. *arXiv*.
- Zahrotul Jannah, A., & Aziz, A. A. (2023). Optimalisasi manajemen sumber daya manusia sebagai kunci peningkatan mutu pendidikan. *Jurnal Akademik Ekonomi dan Manajemen*, 2(2).
- Atarria, I. Z. P. (2024). Manajemen sumber daya manusia sebagai langkah strategis pengelolaan organisasi. *Manajerial: Jurnal Inovasi Manajemen dan Supervisi Pendidikan*, 4(3).
- Jannah, D. M. A., & Rindaningsih, I. (2023). Manajemen sumber daya manusia berbasis teknologi untuk pengembangan kompetensi. *Jurnal Akademik Ekonomi dan Manajemen*, 1(4).
- Sinthia, I., & Suharyat, Y. (2024). Menganalisis perspektif nilai manajemen sumber daya manusia untuk menghadapi era Society 5.0. *NUSRA: Jurnal Penelitian dan Ilmu Pendidikan*, 5(1).
- Anwar, C., & Harahap, A. (2024). Peran manajemen sumber daya manusia (sistem rekrutmen, seleksi, kompetensi dan pelatihan) terhadap keunggulan kompetitif. *Cendekia: Jurnal Ilmu Pengetahuan*, 5(2).
- Marwan, M., & Alhadar, F. (2024). Effects of HR management practices on employee innovative work behavior. *Jurnal Manajemen*, 28(2), 247–271.