The Role of Quality Human Resources in Developing Missions of Future Universities in Indonesian Higher Education

Ahmad Muktamar B[1], Ni Luh Kardini[✉][2], Aria Elshifa[3], Susi Adiawaty[4], Tri Cicik Wijayanti[5]

[1]*Institut Lamaddukelleng Sengkang, Indonesia*
[2]*Universitas Mahendradatta, Indonesia*
[3]*ITS NU Pekalongan, Indonesia*
[4]*Institut Bisnis Nusantara Jakarta, Indonesia*
[5] *Universitas Gajayana Malang, Indonesia*
e-mail:ahmadmuktamarku1221@gmail.com,kardini.mahayoga@gmail.com,
elshifapusmanu@gmail.com, s.adiawaty0212@gmail.com, tricicik@unigamalang.ac.id

ABSTRACT: The unique human resource governance role has significantly contributed to achieving the University's mission and vision. We have carried out this study to prove the role of quality human resources in achieving the University's mission. The phenomenological approach involves, among other things, a data coding system, in-depth evaluation, high integration, and concluding the principles of validity and reliability. Context of higher education from the 15 publications we reviewed and backed up by other findings in the context of the role of HR and achieving university goals in higher education studies was resulting of this study. These findings will be helpful in the development of similar studies in the future.

Keywords: *Role of Human Resources, Vision Development, Higher Education Universities.*

INTRODUCTION

The development of human resources at the higher education level is to maintain the best performance, develop the expertise and skills of administrative teaching staff and build an academic and inclusive higher education environment (Nguyen, 2016; Hendriarto et al., 2021; Suroso et al., 2021; Widjaja & Aslan, 2022). Less high-level human resources were established as resource following and teaching because this is used to improve and strengthen the skills of the academic community while building and enlarging the University. In other words, the existence of reliable human resources is a catalyst for enhancing the reputation for high-opportunity performance, which is a vehicle for achieving development goals in a country (Helm et al., 2019; Muharrom et al., 2023; Sumar'in & Aslan, 2022). Whether the main goals of higher education are achieved is related to the existence and capabilities of human resources owned by the University. They are the chancellor, students, HRM staff, teachers, and population workers, all of whom are human resources who hold the key to the progress of higher education. The increased HR will impact the output of tertiary institutions, including the growth of human resources in the institution itself. So to mention the goals of higher education, which include various characteristics such as the success of workforce human resources, community service, and social development of students, as well as the thinking skills and dedication of community participation participants, are all closely related to

the management of university human resources. In other words, human resource management in high trade is a compilation of strategies and techniques to integrate and maintain so that universities still have human resources capable of supporting the achievement of higher education goals (Johnson et al., 2016).

The functions and scope of human resource management are extensive. HR plays a strategic role in the HRM function's implementation. In its current position, HR is a manifestation of the HRM function as a strategic partner who plays an agent of institutional change, demonstrating that HR is not just administrative (Farndale et al., 2010). The development of lecturers' human resources aims to achieve organizational objectives in higher education. If the elements of leadership and the executors, specifically lecturers, can perform according to the provisions (standards), these objectives can be accomplished to their full potential. Leaders and lecturers in higher education can adhere to management principles or philosophy, and as a result, they require ongoing development. Members of staff, including academic and administrative staff, and elements of higher education leadership (top, middle, and lower) make up tertiary educational resources. The chancellor and his staff make up the top leadership in tertiary institutions; the dean and his staff make up the central leadership; and the head of the department and the program head make up the lower leadership. In high schools, the head of the school and his assistants are the highest-ranking leaders, while the study program head is the lowest-ranking leader. These leaders are structural officials who work as lecturers for operational staff. Heads of bureaus, sections, sub-sections, and sections are examples of administrative structural officials known as administrative officials (Elbaz et al., 2018).

However, in its development, higher education in Indonesia always faces several problems at every stage. These problems, such as the low quality of higher education graduates, still need to be higher when compared to the quality of education in other countries. The leading causes are the low quality of human resources for lecturers and researchers, which results in a decrease in student achievement and inadequate facilities and infrastructure (Simamora, 2020). This can only be solved with the participation of all parties involved in the system. One of them is the existence of higher education human resources. In this case, the human resources driving higher education have a significant role in enhancing the mission and vision of higher education which in practice is implementing a strategy that is expected to produce high-quality graduates with the support of superior and quality human resources.

Universities have a double mission: to improve quality and increase the quantity. This means producing quality human beings in large quantities. The task of tertiary institutions is to produce creative, highly competitive, and productive human beings. Higher education institutions also foster and educate students to become intelligent human resources so that they play a role and contribute to development following their respective positions and abilities. This quality improvement is so significant that in developing human resources, development needs to receive serious attention from all parties (Sulisworo, 2016). However, the success of the college is mainly determined by the human resources themselves and their management. Academic staff (lecturers) are, of course, the central point of the success of tertiary institutions, apart from administrative staff and student organizations.

Professionals (heads of bureaus and sections) make up structural academic officials and lecturers, while skilled workers (members or employees) make up lower-level administrative officials (sub-sections and sections). At the moment, this picture is not uniform across all universities. The term "human resources" refers only to academic staff, specifically lecturers, who are sometimes referred to as "teachers" (professors) in certain situations (Vered, 2019). Human resource management in higher education as part of overall academic community management. One of the problems for higher education administrators, particularly human resource managers, is to present a professional teaching profession that eventually results in the campus generating graduates who are competent in their respective professions. Furthermore, skilled teachers must

carry out the college's vision and goal. Then comes a critical question: what precisely is human resource management in higher education? The term "higher education human resource management" refers to an effort to plan, organize, mobilize, and evaluate human resources so that they can make the most significant possible contribution to the development of higher education institutions and the accomplishment of programs and work plans." The study of higher education human resource management is included in the framework of human resource management, which has grown to specialize in human resource management in higher education. In higher education, human resource management evolves into a concept, facts, and conceptions, as well as a group (genus), campus community, and personal. Human resource management in higher education focuses on the complexities of a lecturer as a regular human being or as a group of intellectual (educated) individuals that may be expanded in cultural and scientific research (Armstrong, 2010).

Human resources are individuals who are ready, willing, and able to contribute to the organization's goals. Naturally, the term "organization goals" here refers to the management of human resources in politics, government, and industry, as well as the scientific and cultural aspects of university HR management. Human resource management in higher education becomes a "challenge," as do the requirements of higher education institutions and stakeholders that the HR management in higher education focuses more on managing lecturers' full potential and minimizing their shortcomings (Bratton et al., 2021). Human resource management in higher education can display professional lecturer profiles following their responsibilities, implementing the all academic work in university. Lecturers are expected to be competent in delivering lecture material and conducting scientifically sound community service research. Particularly in tertiary institutions, practices for developing human resources only partially correspond to the development of the knowledge studied by the institution itself. Only a few higher education institutions apply their understanding of HR to practice, which becomes their reality because knowledge and understanding of human resources need to catch up in practice in tertiary institutions (Sukanti et al., 2021).

Compared to HR development practices in profit organizations, which solely examine HR theory and place a greater emphasis on practice, HR practices in tertiary institutions, such as HR activities, trail behind, if lecturers ignore one of the tri dharma instruments of higher education, lecturers and tertiary institutions will not be enthusiastic about providing professional education (Gilal et al., 2019). For instance, lecturers and tertiary institutions will not be enthusiastic about providing professional education if they only regularly carry out educational and teaching functions and ignore other functions that will affect culture. Universities and lecturers should be more staffed. University education HR management must be capable of servicing current professional lecturers by serving everyone, taking inventory of lecturers' requirements, devising solutions, sustaining connections, and employing academic support employees. Human resource management in higher education is also a source of inspiration for lecturers, motivating them to fill their lives to be more important and meaningful to themselves, those around them, and the environment in which they live. This guarantees that lecturers' presence, wherever they are, remains a beacon of light for the natural environment since the community considers lecturers a noble vocation, an excellent teaching profession, and an intellectual, scientific, and scientific profession (Cohen, 2015)

METHOD

This study examines the role and existence of quality human resources in developing the future mission of universities in several countries. It will later become reference material for developing universities in the country (Swanson, 2022). We have taken 15 publication results as material for analysis which will be able to answer the problems we are studying. We conducted an electronic search of the 15 data and other literature sources on several publications that discussed the issue of quality human resources in developing the future mission of higher education in education studies (Card, 2015). We have carried out this in a phenomenological study approach.

Among other things, we involve a data coding system, a thorough evaluation, in-depth data integration, and conclusions to see the validity and reality of these findings. The regular ones we use are those released ten years ago, and then we report them in a qualitative design because this is a study (Dupin & Borglin, 2020). This is the description of the methods and materials we did from the beginning of the problem investigation, search for data to support water analysis and reporting mission of universities in several countries, and will later become reference material for the development of universities in the country (Wong et al., 2013). We have taken 15 publication results as material for analysis which will be able to answer the problems we are studying.

We conducted an electronic search of the 15 data and other literature sources on several publications that discussed the issue of quality human resources in developing the future mission of higher education in the context of education studies. We have done this in a phenomenological study approach (Ataro, 2020). Among other things, we involve a data coding system, a thorough evaluation, in-depth data integration, and conclusions to see the validity and reality of these findings. The regular ones we use are those released ten years ago, and then we report them in a qualitative design because this is a study. This is the description of the methods and materials we did from the beginning of the problem investigation, searching for data to support water analysis and reporting (Belland et al., 2015).

RESULT AND DISCUSSION

Result

In the following, we present a summary of the literature reviews from 15 studies in response to the theme of our study entitled "The Role of Quality Human Resources in Developing Future University Missions in Indonesian Higher Education." The objective study section and the last row of columns are the findings of the 15 study themes we reviewed.

Figure 1. Summary of the literature reviews

Authors/ years	Purposes	Results
(Kuria & Mose, 2019).	To look into the impact of green human resource management strategies on the organizational performance of Kenyan universities.	Green recruiting and selection, green HR performance management, green training and development, and green pay and rewards were found to have a good and substantial association with the organizational effectiveness of Kenyan universities.
(Hosseini et al., 2019)	To determine whether or not human resource management influences the entrepreneurial growth of enterprises at Tehran University.	Corporate entrepreneurship will grow if the University of Tehran pays more attention to human resource management approaches.
(Rasheed et al., 2016).	Research several issues concerning teacher motivation in Pakistan's higher educational institutions.	Compensation packages and financial incentives are essential considerations for higher education professionals. On the other hand, job and work environment design, performance management systems, and training and development all play an important part in employee well-being and success.
(Alserhan & Shbail, 2020).	To assess the relationship between human resource	A relationship exists between human resource management (HR) practices and a company's

	practices and competitive advantage in Jordanian private colleges and to look at organizational commitment as a mediator between HR practices and worker competitive advantage.	competitive advantage, which is mediated in part through commitment.
(Bonebright et al., 2012)	The University of Minnesota's Women's Center provides leadership development programs, with a focus on those given in partnership with the University's Office of Human Resources.	The investigation yielded various discoveries, including the need of collaborative linkages, the importance of stressing individual and system-level leadership, and the need for ongoing monitoring and assessment of the climate for female leaders inside postsecondary institutions.
(Rapini et al., 2015)	The Brazilian context was investigated using data from a survey performed in 2008-2009 with institutions and enterprises that engaged with one another.	Some university-business relationships in Brazil are diverse, encompassing sophisticated knowledge development, sharing, and involvement with businesses. Brazilian businesses are becoming more active in creative activities as well as more sophisticated connections with academics.
(Allui & Sahni, 2016).	To explore the integration of institutional strategies into human resource management by assessing strategic human resource management practices at Saudi institutions.	The conclusions of this study have implications for administrators, professors, and other higher education professionals who want to implement best practices in strategic human resource management.
(Tien & Dana, 2020).	The human resource development plan of Ton Duc Thang University has been given as a model for other institutions in the country and the ASEAN area to consult and study.	Vietnam has more universities ranked in the top 1000 in the world. Ton Duc Thang University has made significant development compared to other Vietnamese institutions. The key to the advancement is found in the University's human resource development strategy.
(Aboramadan et al., 2019)	The purpose of this study is to look at the impact of human resource management practices on organizational commitment in Palestinian institutions. It analyzes work engagement as a black box mechanism that describes the links between HRM practices and organizational commitment.	Work engagement was also found to substantially mediate between performance assessment and organizational commitment in the study.
(Kooli & Abadli, 2022).	Examine if the quality audit evaluation may aid in the improvement of HRM processes and procedures in	Omani private institutions excel in staff profile, severance pay, promotion, incentives, organizational climate and retention, HR planning and administration, professional

	private higher education institutions..	development, and recruitment and selection procedures.
(Alam, 2022).	To explore the influence of human resource practices on the outcomes of university professors' work performance, with job satisfaction acting as a moderator.	According to the authors, traditional HR strategies such as recruiting, selection, training, and salary considerably impact faculty productivity and work satisfaction.
(Hong et al., 2012)	To investigate the impact on employee retention through empowering their human resources, equity of remuneration, job design via training, and expectations of good performance management.	Employee empowerment lacks the essential concern of instructors, which may be related to Asian culture's acquiescence to a higher authority. According to these findings, training, salary, and evaluation are critical factors in the choice of some University professors to maintain their positions.
(Ren et al., 2013)	The author's research looks at the influence of higher education changes in China on human resources, the labor market, and university graduates' job situations.	The graduate market is still evolving, and three gaps that contribute to university graduates' employment difficulties have been identified: what graduates teach at university and the preferred short-term "usable" skills in a changing labor market and society, as well as strategic actors' perceptions and expectations.
(Mohiuddin et al., 2022)	To look into how colleges might achieve HRM sustainability.	Human resource practices, social concerns, psychological elements, employer branding, and economic variables all have a positive and significant influence on the sustainability of university HRM. It is vital that institutions consider establishing suitable HRM procedures.

Souce: process, 2023

Discussion

The purpose of this study was to investigate, through a review of several scientific works, the role of quality human resource management capabilities in developing future university goals in various application contexts, which will later become new knowledge in awakening the memories of university developers in Indonesia. The findings of the first review are those reviewed by the 2019 lectures and motions, whose purpose is to see the impact of a friendly human resource management strategy on the performance of several universities in Kenya. The results prove that the recruitment and selection of university human resources that are environmentally friendly and followed by HR performance management and the development of environmentally friendly human resources, as well as compensation and rewards for the environment, are proven to have a significant relationship with the work effectiveness of several universities in Kenya. In short, the recruitment of human resources, including staff lecturers and researchers who are friendly to their environment, can work to achieve the effectiveness and goals of a sustainable university in protecting a green environment. To prove the validity of these findings, a study was conducted by Cheema & Javed, (2017), where they demonstrated the environmental effect of corporate social responsibility with social responsibility for workers who have human resources that place a high priority on environmental safety.

A similar study was also conducted by Hosseini et al., (2019), which aims to understand whether HR management influences entrepreneurial growth at several universities in Teheran. The results prove that corporate entrepreneurship in the university environment pays more attention to the human resource management approach because they believe that the human resources owned by companies in the university environment are closely related to entrepreneurial growth. Similar findings were also found by Tajpour & Hosseini, (2019), whom they saw the impact of HR capital and entrepreneurial activities as having implications for the sustainability of entrepreneurial activities. To understand some of the issues regarding the motivation of lecturers in the higher education sector in Pakistan, higher marriage institutions have proven successful, especially with several compensation packages and incentive incentives for employees, taking into account the importance of them working in the higher education sector professionally. This is because the work model and work environment, the management governance system, and the provision of training and career development training have all gone well and provided success and prosperity for employees. The same thing is also evidenced by the study of Akhtar et al., (2015), where they see the importance of appreciation and attention to employees who excel so that they continue to participate and can achieve the goals of universities in Pakistan.

Furthermore, the findings of Alserhan & Shbail, (2020), whom he tried to evaluate the relationship between human resource practices and the attainment of competitive foundations in several universities in Jordan and producing good resource management turned out to be proven to provide competitive advantage results which a high sense of commitment mediated the relationship. While the findings from a study by Bonebright et al., (2012) said the women's women's resource development center at Minnesota university offers leadership development, to contrast, it concentrates on cooperation in the field of human resources. The results prove that several inputs include the importance of collaboration and connection and the relevance between leadership and prioritizing individual rights, where there is a very close relationship between the development of women's leadership and the achievement of institutional and higher education goals (Longman & Anderson, 2016).

This study looks into the impact of human resource management practices on organizational commitment in several Palestinian institutions. This study also looks at the role of work as a moderator in influencing the link between human resource practices and organizational commitment (Kipkebut, 2010). The findings demonstrate how job participation leads to higher high commitment due to a significant mediation ability between performance assessment and organizational commitment in different firms. In other words, excellent human resource governance influences a commitment to work in higher institutions, and these advantages favor accomplishing short-term and long-term university goals (Jamali et al., 2015).

Another study examined the quality evaluation of HR governance practices and institutional procedures. The evaluation results prove that staff profiles and compensation, as well as promotions and incentives, have positively impacted several private universities' progress in Oman (Asim, 2013). Likewise, several studies have successfully investigated the impact of human resources on the attainment of university goals, starting from selecting staff members such as research lecturers to satisfy university work productivity goals. The finding of (Hong et al., 2012) identifies the impact of employees on human resource development through training design and management expectations. The results show that the empowerment of employees who are low in commitment to the task proves that several critical factors have enabled the University to maintain its position as the best University in Asia (Duggan et al., 2020).

Ren et al., (2013) study looked at the impact of changes in higher education in China related to human resources and the situation of each alum. They found that the job market for graduates found that the contribution made by the University in solving the difficulties faced by job seekers where it was seen that the University's ability to provide skills to graduates could be carried out when developing their human resources professionally. In the final section, we examine the study

of Mohiuddin et al., (2022), which sees universities will achieve sustainable human resource development where through HR best practices and considerations, both social and psychological as well as economic variables have had a very positive and substantial impact on the continuity of HR management that they have (Shen & Jiuhua Zhu, 2011).

CONCLUSION

We have involved 15 publications in proving the truth of the role of quality human resources in developing the future mission of higher education universities in Indonesia. Through a study under a phenomenological approach, we have completed the study in which, in general, the 15 studies we have examined focus on proving how human resource management in higher education institutions in several contexts and applications in different countries proves that when resource management Human resources are carried out properly according to the opinion of experts, so it is believed and proven to have resulted in achieving university goals with the mission of advancing output and graduates and a future-oriented vision of university work. Of the 15 publications of scientific papers related to human resource governance in higher education by optimizing HR management to produce university performance and goals, the authors believe that what the experts say, the University's mission and vision will be achieved if it is supported by good HR governance quality. We believe that these findings not only provide productive new findings, we also realize that this study has limitations and weaknesses, especially in terms of methods and data analysis. For this reason, we expect input and feedback to improve similar studies.

Recommandation

The advice we give in this paper is the need for a study combining qualitative and quantitative data to see both sides of how HR will have a different impact on improving the quality of higher education mission outcomes. Higher education human resources are seen from the lecturers' staff, research staff, curriculum development, and community service. In addition to human resources, higher education managers must also pay attention to the facilities provided for the continuity of student and lecturer learning so that college results are achieved after studying at tertiary institutions. The academic community should be provided with qualified facilities because they have paid for all university needs.

BIBLIOGRAPHY

Aboramadan, M., Albashiti, B., Alharazin, H., & Dahleez, K. A. (2019). Human resources management practices and organizational commitment in higher education: The mediating role of work engagement. *International Journal of Educational Management*, *34*(1), 154–174. https://doi.org/10.1108/IJEM-04-2019-0160

Akhtar, C. S., Aamir, A., Khurshid, M. A., Abro, M. M. Q., & Hussain, J. (2015). Total rewards and retention: Case study of higher education institutions in Pakistan. *Procedia-Social and Behavioral Sciences*, *210*, 251–259.

Alam, A. (2022). Impact of University's Human Resources Practices on Professors' Occupational Performance: Empirical Evidence from India's Higher Education Sector. In Rajagopal & R. Behl (Eds.), *Inclusive Businesses in Developing Economies: Converging People, Profit, and Corporate Citizenship* (pp. 107–131). Springer International Publishing. https://doi.org/10.1007/978-3-031-12217-0_6

Allui, A., & Sahni, J. (2016). Strategic Human Resource Management in Higher Education Institutions: Empirical Evidence from Saudi. *Procedia - Social and Behavioral Sciences*, *235*, 361–371. https://doi.org/10.1016/j.sbspro.2016.11.044

Alserhan, H., & Shbail, M. (2020). The role of organizational commitment in the relationship between human resource management practices and competitive advantage in Jordanian private universities. *Management Science Letters*, *10*(16), 3757–3766.

Armstrong, M. (2010). *Armstrong's Essential Human Resource Management Practice: A Guide to People Management*. Kogan Page Publishers.

Asim, M. (2013). Impact of motivation on employee performance with effect of training: Specific to education sector of Pakistan. *International Journal of Scientific and Research Publications*, *3*(9), 1–9.

Ataro, G. (2020). Methods, methodological challenges and lesson learned from phenomenological study about OSCE experience: Overview of paradigm-driven qualitative approach in medical education. *Annals of Medicine and Surgery*, *49*, 19–23. https://doi.org/10.1016/j.amsu.2019.11.013

Belland, B. R., Gu, J., Armbrust, S., & Cook, B. (2015). Scaffolding argumentation about water quality: A mixed-method study in a rural middle school. *Educational Technology Research and Development*, *63*(3), 325–353. https://doi.org/10.1007/s11423-015-9373-x

Bonebright, D. A., Cottledge, A. D., & Lonnquist, P. (2012). Developing Women Leaders on Campus: A Human Resources–Women's Center Partnership at the University of Minnesota. *Advances in Developing Human Resources*, *14*(1), 79–95. https://doi.org/10.1177/1523422311429733

Bratton, J., Gold, J., Bratton, A., & Steele, L. (2021). *Human Resource Management*. Bloomsbury Publishing.

Card, N. A. (2015). *Applied Meta-Analysis for Social Science Research*. Guilford Publications.

Cheema, S., & Javed, F. (2017). The effects of corporate social responsibility toward green human resource management: The mediating role of sustainable environment. *Cogent Business & Management*, *4*(1), 1310012. https://doi.org/10.1080/23311975.2017.1310012

Cohen, D. J. (2015). HR past, present and future: A call for consistent practices and a focus on competencies. *Human Resource Management Review*, *25*(2), 205–215. https://doi.org/10.1016/j.hrmr.2015.01.006

Duggan, J., Sherman, U., Carbery, R., & McDonnell, A. (2020). Algorithmic management and app-work in the gig economy: A research agenda for employment relations and HRM. *Human Resource Management Journal*, *30*(1), 114–132. https://doi.org/10.1111/1748-8583.12258

Dupin, C. M., & Borglin, G. (2020). Usability and application of a data integration technique (following the thread) for multi- and mixed methods research: A systematic review. *International Journal of Nursing Studies*, *108*, 103608. https://doi.org/10.1016/j.ijnurstu.2020.103608

Elbaz, A. M., Haddoud, M. Y., & Shehawy, Y. M. (2018). Nepotism, employees' competencies and firm performance in the tourism sector: A dual multivariate and Qualitative Comparative Analysis approach. *Tourism Management*, *67*, 3–16. https://doi.org/10.1016/j.tourman.2018.01.002

Farndale, E., Paauwe, J., Morris, S. S., Stahl, G. K., Stiles, P., Trevor, J., & Wright, P. M. (2010). Context-bound configurations of corporate HR functions in multinational corporations. *Human Resource Management*, *49*(1), 45–66. https://doi.org/10.1002/hrm.20333

Gilal, F. G., Ashraf, Z., Gilal, N. G., Gilal, R. G., & Channa, N. A. (2019). Promoting environmental performance through green human resource management practices in higher education institutions: A moderated mediation model. *Corporate Social Responsibility and Environmental Management*, *26*(6), 1579–1590. https://doi.org/10.1002/csr.1835

Helm, R., Endres, H., & Hüsig, S. (2019). When and how often to externally commercialize technologies? A critical review of outbound open innovation. *Review of Managerial Science*, *13*(2), 327–345. https://doi.org/10.1007/s11846-017-0248-x

Hendriarto, P., Mursidi, A., Kalbuana, N., Aini, N., & Aslan, A. (2021). Understanding the Implications of Research Skills Development Framework for Indonesian Academic Outcomes Improvement. *Jurnal Iqra': Kajian Ilmu Pendidikan*, *6*(2), Article 2. https://doi.org/10.25217/ji.v6i2.1405

Hong, H., Kubik, J. D., & Scheinkman, J. A. (2012). *Financial Constraints on Corporate Goodness* (No. w18476). National Bureau of Economic Research. https://doi.org/10.3386/w18476

Hosseini, E., Salamzadeh, A., & Tajpour, M. (2019). Corporate entrepreneurship in University of Tehran: Does human resources management matter. *International Journal of Knowledge-Based Development*, *10*, 276. https://doi.org/10.1504/IJKBD.2019.10024747

Jamali, D. R., El Dirani, A. M., & Harwood, I. A. (2015). Exploring human resource management roles in corporate social responsibility: The CSR-HRM co-creation model. *Business Ethics: A European Review*, *24*(2), 125–143. https://doi.org/10.1111/beer.12085

Johnson, L., Becker, S. A., Cummins, M., Estrada, V., Freeman, A., & Hall, C. (2016). *NMC Horizon Report: 2016 Higher Education Edition* (pp. 1–50). The New Media Consortium. https://www.learntechlib.org/p/171478/

Kipkebut, D. J. (2010). Human Resource Management Practices and Organizational Commitment in Higher Educational Institutions: A Kenyan Case. *IUP Journal of Organizational Behavior*, *9*.

Kooli, C., & Abadli, R. (2022). Could Education Quality Audit Enhance Human Resources Management Processes of the Higher Education Institutions? *Vision*, *26*(4), 482–490. https://doi.org/10.1177/09722629211005599

Kuria, M. W., & Mose, D. T. (2019). Effect of Green Human Resource Management Practices on Organizational Effectiveness of Universities in Kenya. *Human Resource and Leadership Journal*, *4*(2), Article 2. https://doi.org/10.47941/hrlj.319

Longman, K. A., & Anderson, P. S. (2016). Women in Leadership: The Future of Christian Higher Education. *Christian Higher Education*, *15*(1–2), 24–37. https://doi.org/10.1080/15363759.2016.1107339

Mohiuddin, M., Hosseini, E., Faradonbeh, S. B., & Sabokro, M. (2022). Achieving Human Resource Management Sustainability in Universities. *International Journal of Environmental Research and Public Health*, *19*(2), Article 2. https://doi.org/10.3390/ijerph19020928

Muharrom, M., Aslan, A., & Jaelani, J. (2023). Implementasi Kurikulum Merdeka Belajar Pada Pembelajaran Pendidikan Agama Islam di SMK Pusat Keunggulan SMK Muhammadiyah Sintang. *Jurnal Ilmu Pendidikan Dan Kearifan Lokal*, *3*(1), Article 1.

Nguyen, T. L. H. (2016). Building human resources management capacity for university research: The case at four leading Vietnamese universities. *Higher Education*, *71*(2), 231–251. https://doi.org/10.1007/s10734-015-9898-2

Rapini, M. S., Chiarini, T., & Bittencourt, P. F. (2015). University—Firm Interactions in Brazil: Beyond Human Resources and Training Missions. *Industry and Higher Education*, *29*(2), 111–127. https://doi.org/10.5367/ihe.2015.0245

Rasheed, M. I., Humayon, A. A., Awan, U., & Ahmed, A. ud D. (2016). Factors affecting teachers' motivation: An HRM challenge for public sector higher educational institutions of Pakistan (HEIs). *International Journal of Educational Management*, *30*(1), 101–114. https://doi.org/10.1108/IJEM-04-2014-0057

Ren, S., Zhu, Y., & Warner, M. (2013). Human resources, higher education reform and employment opportunities for university graduates in the People's Republic of China. In *Society and HRM in China* (pp. 215–232). Routledge.

Shen, J., & Jiuhua Zhu, C. (2011). Effects of socially responsible human resource management on employee organizational commitment. *The International Journal of Human Resource Management*, *22*(15), 3020–3035. https://doi.org/10.1080/09585192.2011.599951

Simamora, R. M. (2020). *The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students | Studies in Learning and Teaching*. *1*(2), 86–103.

Sukanti, L., Harto, B., & Pramuditha, P. (2021). Analysis of relevance between international HRM and industry demand: A review of scientific literature. *International Journal of Business, Economics & Management*, *4*, 199–208. https://doi.org/10.31295/ijbem.v4n1.1521

Sulisworo, D. (2016). The Contribution of the Education System Quality to Improve the Nation's Competitiveness of Indonesia. *Journal of Education and Learning (EduLearn)*, *10*(2), Article 2. https://doi.org/10.11591/edulearn.v10i2.3468

Sumar'in, S., & Aslan, A. (2022). Pengembangan Dan Inovasi Kurikulum: Distingsi Kajian Keilmuan Berwawasan Lintas Negara. *EDUCATIONAL JOURNAL: General and Specific Research*, *2*(3), Article 3.

Suroso, A., Hendriarto, P., Mr, G. N. K., Pattiasina, P. J., & Aslan, A. (2021). Challenges and opportunities towards an Islamic cultured generation: Socio-cultural analysis. *Linguistics and Culture Review*, *5*(1), Article 1. https://doi.org/10.37028/lingcure.v5n1.1203

Swanson, R. A. (2022). *Foundations of Human Resource Development, Third Edition*. Berrett-Koehler Publishers.

Tajpour, M., & Hosseini, E. (2019). *The Effect of Human and Social Capital on Entrepreneurial Activities: A Case Study of Iran and Implications* (SSRN Scholarly Paper No. 3682545). https://papers.ssrn.com/abstract=3682545

Tien, N., & Dana, L.-P. (2020). *Human resource development strategy of Ton Duc Thang University to improve its position on the international rankings*. *5*, 105–110.

Vered, N. (2019). *Making sense of organizational and occupational identities of management and professional staff at the University of British Columbia* [University of British Columbia]. https://doi.org/10.14288/1.0378525

Widjaja, G., & Aslan, A. (2022). Blended Learning Method in The View of Learning and Teaching Strategy in Geography Study Programs in Higher Education. *Nazhruna: Jurnal Pendidikan Islam*, *5*(1), Article 1. https://doi.org/10.31538/nzh.v5i1.1852

Wong, G., Greenhalgh, T., Westhorp, G., Buckingham, J., & Pawson, R. (2013). RAMESES publication standards: Meta-narrative reviews. *Journal of Advanced Nursing*, *69*(5), 987–1004. https://doi.org/10.1111/jan.12092