



# Orientation for the Development of Superior Lecturers in Facing the Era of Industrial Revolution 4.0

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## Info Artikel

## Abstract

### Keywords:

Human resources  
Quality standards  
Superior

This study wants to explain the development of lecturers in performing *tridharma* and strategic orientation that can be done to achieve superior resources. Management human resources should be the focus of the college. The quality of higher education is largely determined by the quality of human resources, namely lecturers and educational staff. Likewise, the quality of graduates will be determined by the quality of the lecturers. Therefore, universities are required to move quickly in anticipating and taking strategic steps to manage human resources so that the quality standards of lecturers and education personnel can be increased which in turn can respond to the needs in the era of the industrial revolution 4.0. The superior parameters used in this study refer to the human resource indicators in the BAN-PT accreditation instrument. The research method used a descriptive qualitative approach by conducting literature studies, interviews, and surveys. The results showed that the efforts made by the university partly showed good results, but there are still indicators that still need to organize a strategy to improve the quality standards of lecturers and education staff and prepare human resources for the era of the industrial revolution 4.0.

### Kata kunci:

Sumber daya manusia;  
Standar mutu;  
Unggul

## Abstrak

Penelitian ini ingin menjelaskan pengembangan dosen dalam menjalankan *tridharma* dan orientasi strategis yang dapat dilakukan untuk mencapai sumber daya unggul. Manajemen sumber daya manusia harus menjadi fokus perguruan tinggi. Mutu pendidikan tinggi sangat ditentukan oleh kualitas sumber daya manusia yaitu dosen dan tenaga kependidikan. Begitu pula kualitas lulusan akan ditentukan oleh kualitas dosennya. Oleh karena itu, perguruan tinggi dituntut untuk bergerak cepat dalam mengantisipasi dan mengambil langkah-langkah strategis pengelolaan sumber daya manusia agar standar mutu dosen dan tenaga kependidikan dapat ditingkatkan yang pada akhirnya dapat menjawab kebutuhan di era revolusi industri 4.0. Parameter unggulan yang digunakan dalam penelitian ini mengacu pada indikator sumber daya manusia pada instrumen akreditasi BAN-PT. Metode penelitian menggunakan pendekatan deskriptif kualitatif dengan melakukan studi literatur, wawancara, dan survei. Hasil penelitian menunjukkan bahwa upaya yang dilakukan perguruan tinggi sebagian menunjukkan hasil yang baik, namun masih terdapat indikator masih perlunya menyusun strategi peningkatan standar kualitas dosen dan tenaga kependidikan serta menyiapkan sumber daya manusia menghadapi era revolusi industri 4.0.

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## INTRODUCTION

Changing times have caused disruption, including in higher education. Universities must immediately change and adapt to the current era. There are several things that are important points in the transformation of the higher education system, namely: 1) a future-oriented curriculum, 2) professional teaching staff, 3) initial exposure in the workplace, 4) new agreement on lifelong learning, and 5) openness to educational innovation (Oey-Gardiner et al., 2017). To answer this, human resource management (HR) is needed to be competitively superior.

The implementation of HR management in the form of education and training, and a compensation and benefits system is very important to encourage HR performance. Leadership in higher education to increase competitiveness is the willingness to set an example, speed in taking action and confidence or *ing ngarso sungtulodo, ing madya mangun karso, tut wurihandayani*. Organizational governance has a strong influence on commitment and competence by increasing accountability and social responsibility. Personality type has a positive effect on performance, but the influence is stronger through competence and commitment. Appropriate assignments for lecturers in the *tridharma* according to personality type will increase the competitiveness of the organization (Purwanto et al., 2011).

HR planning is a series of activities carried out related to planning efforts to anticipate the future. HR planning is carried out in order to meet the current and future workforce needs for an organization (Mu'ah & Masram, 2017; Scheck & Bohlander, 1990). Meanwhile, according to Alwi (2001), HR planning is a plan prepared at the operational level that is proposed to meet the demand for HR with the required qualifications.

To answer the challenges of the Industrial Revolution era 4.0, it is not enough just to use old human literacy, which is only based on the ability to read, write, and calculate. According to Haryono (2018), To obtain competitive human resources in Industry 4.0, the educational curriculum must be designed so that the output is able to master new literacy, namely: 1) data literacy, namely the ability to read, analyze and utilize big data information in the digital world, 2) technological literacy, namely understanding how machines work, technology applications (coding, artificial intelligence and engineering principles, and 3) human literacy, humanities, communication and design. In a human literacy perspective, the goal is for humans to function well in an increasingly dynamic human environment. Universities need to look for new ways to develop human cognitive capacity, namely higher order mental skills, critical and systemic thinking. In Industry 4.0, the basic human resources that must be possessed are skills, namely leadership and working in teams, agility and cultural maturity, being able to work together with different cultural backgrounds, and entrepreneurship (including sociopreneurship).

The characteristics of the Industrial Revolution 4.0 include digitalization, optimization and customization of production, automation and adaptation, human-machine interaction, added value of services and business, automatic data exchange and communication, and the use of internet technology. One important factor is that skills and competencies must consistently be improved according to the needs of the rapidly developing job market (Haryono, 2018).

The Ministry of Research, Technology and Higher Education explains that there are five important elements that must be paid attention to and will be implemented to encourage economic growth and national competitiveness in the Industrial Revolution 4.0 era, including the preparation of human resources, especially lecturers, researchers and engineers who are responsive, adaptive and reliable to face the industrial revolution 4.0. Apart from that, rejuvenation of infrastructure and development of educational, research and innovation infrastructure also needs to be carried out to support the quality of education, research and innovation (Widiyanti, 2019).

The existence of human resources in continuously changing environmental conditions cannot be denied. Therefore, high adaptability is required so that they are not crushed by change itself. Human resources in an organization must always be oriented towards the vision, mission, goals and objectives of the organization in which they are located (Mu'ah & Masram,

2017). There are many ways you can anticipate and respond to these changes, According to Mu'ah & Masram (2017) There are four main strategies for making changes, namely by 1) Better self-control accompanied by wisdom, 2) Adapting to changes that occur while changing the paradigm of thinking and acting, 3) Effective communication to build trust and develop networking, and 4 ) Alignment and/or balance between IQ, EQ and ESQ maturity.

In the world of education, human resource development should be based on the following principles: it is a necessity in accordance with the internal dynamics and external demands of the organization; carried out by design in accordance with organizational development planning, and not carried out solely based on individual considerations (personal interests) of the employees concerned (Maisyaroh, 2014).

Educators and education personnel have the main task of serving the community in the world of education. In line with this, professionalization in the field of education means increasing all resources and efforts in order to optimally achieve the services that will be provided to the community. To improve the quality of education today, the professionalization of educators and education personnel is a necessity, especially if we look at the current objective conditions related to various things encountered in implementing education, namely: (1) developments in science and technology, (2) global competition for graduates education, (3) regional autonomy, and (4) curriculum implementation at the educational unit level (Maisyaroh, 2014).

Arwildayanto (2012) stated that one of the challenges that will be faced by human organizations or institutions working in the future, including in higher education, is to create organizations or institutions that are increasingly diverse, but at the same time require management that is increasingly efficient, effective and productive. Likewise, the opinion must also be accepted that the organization's dependence on human resource management which is increasingly high quality will also be greater. Without reducing the importance of attention that must be given to the management of other organizational resources, it cannot be denied that primary attention must be given to human resource management. To realize such a situation, it is necessary to increase awareness of the purpose of all human resource management activities, namely to increase the contribution of human resources to institutional success. Human resource management in higher education requires specific handling, as a higher education organization it must be able to be managed with modern techniques such as resource management which concerns efficiency, effectiveness, productivity, and accountability which are generic and apply to all types of organizations.

Several previous studies have been carried out, including Hamli (2019), Adisaputro (2020), Islami (2018), Hanif (2019), and Ramdhan (2019). In contrast to previous research, the research focuses on developing human resources, namely lecturers and staff in higher education in facing the era of the industrial revolution 4.0.

## **METHOD**

This type of research is qualitative research with a descriptive approach. The primary data source comes from documents within UIN Raden Fatah during the 2015-2019 RENSTRA period. This data is supported by secondary data sources originating from interviews and questionnaires. The research informants were lecturers and leaders of UIN Raden Fatah Palembang. The data analysis technique uses Miles and Huberman's qualitative data analysis technique which consists of three stages, namely data reduction, data display, and conclusion or verification.

## FINDINGS AND DISCUSSION

### Development of UIN Raden Fatah Palembang Lecturers in Carrying out the Tri Dharma of Higher Education

In an effort to meet the development needs of lecturers, there are several main performance indicators that are used as a focus for development in three aspects, namely profile, lecturer performance, and recognition, and educational staff.

#### a. Profile

- 1) Sufficiency of University Lecturers. The adequate figure for the number of permanent lecturers at UIN Raden Fatah who are assigned to teach courses in 46 study programs at UIN Raden Fatah is sufficient, namely 534 lecturers. The number of lecturers is 534 divided by 46 study programs, so the average number of lecturers for each study program is 11 people. This number means that it has exceeded the adequacy ratio set in the standard, namely 10 lecturers.
- 2) Academic Lecturer Position. Judging from the functional positions of lecturers, of the 534 permanent lecturers at UIN Raden Fatah, there are 14 professors, 107 associate professors, 128 lecturers and 285 expert assistants. UIN Raden Fatah has not yet reached the ideal percentage of professors to permanent lecturers, which should be 15% or around 80 people.
- 3) Lecturer Certification (Professional Educator/Profession/Industry/Competency). Judging from the number of lecturers who have received educational certificates, of the 534 permanent lecturers at UIN Raden Fatah, there are 272 lecturers who already have educational certificates, while 262 other lecturers do not yet have educational certificates.
- 4) Non-Permanent Lecturers. Based on data, UIN Raden Fatah has 534 permanent lecturers consisting of 360 permanent civil servant lecturers, and 174 permanent non-PNS lecturers. There are 210 non-permanent lecturers. This data shows that the percentage of non-permanent lecturers is still very large compared to the number of permanent lecturers. Ideally, the percentage of non-permanent lecturers is less than or equal to 10%.
- 5) Lecturer Workload. The ratio between the number of students and the number of permanent lecturers is 534 : 19325 or (1 : 37.52). Based on the data above, the ratio of students to permanent lecturers still exceeds the ideal ratio of 20 to 30 students per lecturer.

#### b. Lecturer Performance

Based on data on lecturer research productivity, at the local and national level there is still no research financed by foreign sources. Even though there is no research funded abroad, domestic lecturers' research, whether funded by universities or independently, is very productive, as can be seen from the increase in research titles every year. Meanwhile, for the productivity of community service, there is still no PkM funded by abroad at the local and national levels. Even though there is no PkM funded abroad, PkM in the country, whether funded by universities or independently, is very productive.

#### c. Lecturer Recognition

The data shows that the average number of recognition for lecturers' achievements/performance relative to the number of permanent lecturers has exceeded the average adequacy or more than 50% of permanent lecturers, to be precise 52.87% of permanent lecturers have received recognition.

Various forms of recognition that lecturers have received include as guest lecturers, invited speakers at scientific meetings, expert staff at institutions, editors or bestowal partners in journals, receiving awards for achievements and performance.

Evaluation of the data was carried out to find out why several superior indicators of a university could not be achieved, especially in the human resources department. The results show that the lack of professors is indeed caused by the lack of strong encouragement or stimulus from universities as a form or program to accelerate achieving professorship. This is different from several other Islamic universities which have planned programs to add professors. The absence of this program makes lecturers and universities somewhat careless, creating a very large ideal distance between the number of lecturers and professors.

The absence of a program to add professors, which was then added to by several regulations regarding the requirements to become a professor, which were considered complicated and complained about by several lecturers, further reduced motivation to become a professor. This can be seen from the lack of international publications by lecturers. Therefore, strategic steps are needed to fulfill the profile of superior human resources at universities.

Apart from observations regarding the lack of professors, the data also shows that the number of permanent lecturers is not equal to the number of non-permanent lecturers. This condition is caused by a lack of control over the procurement of non-permanent lecturers. There are no clear guidelines regarding the existence of non-permanent lecturers, including guidelines, recruitment requirements, as well as monitoring and evaluation of the implementation of the duties of non-permanent lecturers. Due to the lack of control, the number of non-permanent lecturers has become very large, and this has led to an imbalance in the number of permanent and non-permanent lecturers.

Another thing about the lecturer profile that is analyzed is that the lecturer's workload is also unbalanced because the number of students is not balanced with the number of lecturers. On the one hand, more students will increase the workload of lecturers, but on the other hand, the increase in the number of students is also an indicator of the university of choice for studying. However, it remains a consideration to rationalize lecturers and students so that the burden on both is maximized.

Much research and community service within UIN Raden Fatah has been carried out because it received BOPTN funding assistance from the government. Research funded by parties other than universities themselves is still very minimal. This indicates that lecturers are not used to participating in competitions to obtain research grants from other institutions. Why are lecturers not used to participating in competitive grants with other institutions? This is a challenge in itself in developing human resources at universities. In-depth analysis shows that the agility of lecturers to compete is not optimal, which stems from the lack of lecturer groups that concentrate on research and publications. From the results of the interviews, several lecturers or young researchers wanted a research group that would discuss research methods in depth, how to prepare a good proposal, how to submit journal articles, or how to cite. But so far, this group has not been formed. Research is still carried out individually or in temporary groups, rather than being a system that can help each other group members to support each other for the progress of research. The result is that research information is still very exclusive, it has not yet become a challenging field, let alone to encourage the courage to submit research proposals at foreign expense.

Likewise with community service. It is often understood that community service is a small scope, such as providing KKN assistance, being a preacher at a mosque, being active in a taklim assembly. In fact, there are really interesting things about the community service program apart from the things that are regularly carried out as above. In the field of community service, very extensive information is also needed about various types of community service, what can be done to serve the community, including how to prepare service proposals, carry out scientific publications on the results of community service activities, and how to monitor and evaluate service to the community in a sustainable manner. This condition, of course, also requires good management assistance so that there is significant improvement in this area. If they are accustomed to doing community service and activating small groups that concentrate on this field, the lecturers' abilities will increase and they can even support each other to submit service

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proposals with financial assistance from abroad. So what is needed now is a management system or, more simply, forming small groups with a focus on research or community service which is carried out continuously with a clear program so that they can achieve self-determined targets. Of course, the most distant target is to be able to compete with fellow researchers or service providers to obtain foreign aid funds.

From the analysis of the data above, it is clear that there are several main performance indicators for achieving a superior university that cannot be met by UIN Raden Fatah. The evaluation results show the position of UIN Raden Fatah in the field of human resources as follows:

- 1) UIN Raden Fatah determines the ratio of permanent lecturers who meet the lecturer requirements to the number of study programs of more than 10. IKU is achieved
  - 2) The Chancellor of UIN Raden Fatah sets the percentage of the number of lecturers who have the functional position of Professor to the total number of permanent lecturers at more than 15%. KPI is only 2.62% (14 out of 543) so KPI is not achieved.
  - 3) The Chancellor of UIN Raden Fatah determined that the percentage of lecturers who have professional teaching certificates/professional certificates of the total number of permanent lecturers is more than 80%. KPI is only 50.94%. IKU not achieved.
  - 4) UIN Raden Fatah sets the percentage of the number of non-permanent lecturers to the total number of lecturers (permanent lecturers and non-permanent lecturers) at less than 10%. The IKU shows that 35% of permanent lecturers are non-ASN. IKU not achieved.
  - 5) UIN Raden Fatah has a ratio of the number of students to the number of permanent lecturers as low as 20 and as high as 30. KPI 1:37.2
  - 6) UIN Raden Fatah has an average research/lecturer/year with funding sourced from abroad of 10% (IKU not achieved)
  - 7) UIN Raden Fatah has an average PkM/lecturer/year with financing sourced from abroad of 5% (IKU not achieved)
  - 8) UIN Raden Fatah sets the amount of recognition for lecturers' achievements/performance for the number of permanent lecturers at a minimum of 0.5 or 50% in three years or 17% per year. IKU achieved
- d. Educational staff

Educational staff who meet the adequacy level and qualifications based on their type of work (librarian, laboratory assistant, technician, etc.) to support the Tridharma, function and development of the university. In this case it can be seen that the qualifications of educational staff and their adequacy for various types of work are met. However, the adequacy of educational staff for this type of work is still minimal or even non-existent for laboratory assistants and technicians. This needs to be a consideration for university leaders to look at the data and allocate resources to fulfill the above. Laboratory assistants and technicians are professions that require special skills that will occupy laboratory work spaces so they must understand special laboratory equipment. Likewise with technicians. They are professionals who have special skills to handle special problems too. Looking at the overall data from the collected data map, it is also clear that there is a need to increase the expertise of educational staff in the fields of archiving and personnel analysis, and the most urgent is computer staff. Considering the campus's target to improve the ability to use information technology in various services, the focus on developing skills in this area is also very urgent.

### **Human Resource Development Strategy Orientation to Achieve Lecturer Quality Standards**

The strategy for developing human resources to achieve quality standards for lecturers and educational staff who are able to adapt to the era of the industrial revolution 4.0 and of course superior in their achievements from the BAN-PT perspective are the strategies that can be implemented by universities:

- a. Strengthening strategic plans based on HR needs (adequacy, academic positions, certification) which are implemented consistently, supported by an adequate budget and high commitment.
- b. Strengthening the research and community service roadmap to develop lecturer competency in implementing the tridharma so that it can increase scientific publications, increase lecturer understanding regarding the scope of community service, increase the integration of research into learning towards data literacy.
- c. Strengthening IT in all aspects of the tridharma and services to support the use of e-learning, utilizing e-guidance, utilizing scientific paper writing platforms towards technological literacy
- d. Strengthening international cooperation and networks, involving lecturers in international activities.
- e. Developing an academic atmosphere through religious ethical values such as motivational training, communication training, emotional questions, spiritual questions, life skills, humanity) towards humanity literacy

To improve the quality of UIN Raden Fatah's profile, leaders are required to plan systematically and sustainably a system for accelerating professors. Currently there are only 14 active professors out of the required 80 professors. This empirical fact can be a basis for leaders to encourage lecturers who have not yet continued their PhD to immediately continue their studies and those who have already continued their studies to immediately complete their studies on time. This fact must also be addressed by leaders in order to provide strategies for accelerating professors.

Apart from the acceleration of professors, empirical facts can also be seen in the imbalance between lecturers who have received certificates and those who have not received certificates. The ideal is that 80% of lecturers have received certificates, meaning that out of 427 lecturers, 342 lecturers should have been certified. In fact, only 272 lecturers, or around 51% have been certified. If we trace the problem, the lecturer certification quota determined by the center/Ministry of Religion has decreased from year to year. Likewise, the lecturers proposed in the quota did not immediately graduate because they did not meet certain requirements. Furthermore, lecturers who have not been certified are new lecturers who have not yet fulfilled the functional status of lecturers and there are also no regulations regarding lecturer certification for non-ASN permanent lecturers.

Efforts that need to be made are to encourage the government to issue a lecturer certification payment policy for non-ASN lecturers. Another is providing assistance and providing motivation to lecturers who are prospective Serdos participants so that they are able to follow and complete the entire series of Serdos processes until they are declared to have passed as recipients. Because there are many factors that also influence the attitude of the participating lecturers or potential lecturer certification recipients.

Likewise with the ratio between permanent lecturers and non-permanent lecturers. The growing enthusiasm of students in choosing UIN Raden Fatah as a place to continue their education also needs to be addressed by continuing to evaluate the availability of human resources that are rational or balanced with the number of students.

In the section on improving lecturer performance, it is necessary to focus on: 1) the existence of policies and directions for developing research at the university level as well as support from universities for the development and implementation of research activities in work units, 2) excellence, suitability of direction and research programs with the vision of the university, and 3) the existence and functioning of research groups and research laboratories. It is also necessary to consider the relevance of the research:

- a. The relevance of research in the management unit includes the following elements: 1) having a road map that covers the research themes of lecturers and students as well as the scientific development of the Study Program, 2) lecturers and students carry out research in accordance with the lecturer's research agenda which refers to the research

road map, 3 ) evaluate the suitability of lecturers' and students' research with the road map, and 4) use the evaluation results to improve the relevance of research and scientific development of the Study Program.

- b. relevance of lecturer and student research:
- c. Permanent lecturer research which in its implementation involves study program students.
- d. Research by permanent lecturers which becomes a reference for the thesis/dissertation themes of study program students.

Apart from being required to carry out research collaborations with other researchers in the country, researchers are also expected to be able to collaborate with researchers abroad. Limited matching funds from universities to facilitate their lecturers to carry out research collaborations with foreign parties is one of the main factors in the difficulty of establishing collaboration and the low bargaining position of lecturers.

To increase lecturer recognition, steps that can be taken are:

- a. Encourage lecturers or professors to become visiting professors at national and international universities,
- b. increasing collaboration with other institutions so as to encourage lecturers to be invited as keynote speakers/invited speakers at national and international scientific meetings,
- c. Providing opportunities for lecturers who have the potential to become expert staff at national and international level institutions,
- d. encourage lecturers to increase their capacity so that they can become editors or bestowal partners in accredited national journals or reputable international journals.
- e. Encourage lecturers to carry out innovative activities that are beneficial to society so that they can be considered monumental achievements.

Evaluation of the data was carried out to find out why several superior indicators of a university could not be achieved, especially in the human resources department. The results show that the lack of professors is indeed caused by the lack of strong encouragement or stimulus from universities as a form or program to accelerate achieving professorship. This is different from several other Islamic universities which have planned programs to add professors. The absence of this program makes lecturers and universities somewhat careless, creating a very large ideal distance between the number of lecturers and professors.

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In the era of the Industrial Revolution 4.0, it is a necessity to develop human resources to improve IT skills, namely the skills to operate computer devices, understand data, and run several applications used in higher education services. Likewise, increasing human literacy includes how humans determine actions or responses to something, the emergence of sensitivity to what other people experience, the art of finding solutions to various problems, and various matters related to manners and manners. Humanities is also related to communication skills. Therefore, it is not an exaggeration if the academic community also wants soft skills human resource development training. More concrete, such as training based on emotional questions and spiritual questions.

To maximize the lecturer competency development program so that it meets the targets set by UIN Raden Fatah, it is necessary for the department related to human resource development to play a role in preparing the program, collaborating continuously with all faculties and research centers on and off campus. so that all development programs are truly integrated and in line with the goals to be achieved, both faculties and research centers. Lecturer development in order to improve world-class research capabilities can also be carried out through collaboration programs which essentially provide extensive opportunities for lecturers and researchers to be actively involved in world-class research.

In the implementation or implementation of HR management, leaders have a very important role. This can be interpreted as meaning that without a strong commitment from higher education leaders, the implementation of strategic human resource management will not be able to run well. Leadership commitment is very necessary for successful

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implementation, of human resource management. Leadership in this case is not only the head of the university, the chancellor, but also the head of the faculty or the head of the work unit in the university as well as the leader in charge of the human resources department.

## CONCLUSION

The development of lecturer human resources to support the *tridharma* of higher education and meet profile standards, performance load and recognition has been carried out well. However, there are several indicators that have not been met, such as the ratio of professors to the number of lecturers, the ratio of lecturers to students, the ratio of permanent lecturers to non-permanent lecturers, as well as the percentage of lecturers receiving certification and those who have not received it, research performance and community service that received funding from abroad. . The things mentioned are indicators of a university's superior profile standards. The development of human resources for educational staff in providing higher education *tridharma* services has also been carried out both from the aspect of adequacy and increasing competency. However, from the existing data, increasing competency still needs to be encouraged, especially to increase technological capabilities, applying various systems available on computer devices provided by system developers, in this case PUSTIPD. The strategic orientation of human resource development to achieve quality standards for lecturers and educational staff can be carried out by strengthening a strategic plan based on HR needs (sufficiency, academic position, certification), strengthening research road maps and community service to develop lecturer competence in carrying out the *tridharma* to increase scientific publications , increasing lecturers' understanding of the scope of community service, increasing the integration of research into learning towards data literacy, strengthening IT in all aspects of the *tridharma* and services to increase the use of e-learning, utilizing e-guidance, utilizing scientific paper writing platforms towards technological literacy, and development of an academic atmosphere through religious ethical values (motivational training, life skills, humanity) towards human literacy.

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