

Optimization of Lecturer Resource Management at the Faculty of Islamic Studies

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ABSTRACT

This study examines Human Resource Management (HRM) practices within the Faculty of Islamic Studies at two universities: Pancabudi Development University and Dharmawangsa University. The research aims to analyze key HRM aspects, including recruitment, selection, competency enhancement, performance management, coaching, and the development of educational staff and faculty members at these institutions. The study adopts a multi-site approach, encompassing both faculties, and utilizes qualitative research methods, specifically a naturalistic interactive approach that involves organic interactions between researchers and participants. The findings reveal that both universities follow general standards for recruitment and selection, such as assessing prior needs and consulting with the vice-rector, although the selection methods varied between institutions. Performance improvement strategies at both universities include participation in various training activities and seminars. Coaching and development efforts at Pancabudi Development University emphasize on-the-job and in-service training, whereas Dharmawangsa University incorporates third-party providers for training initiatives. Moreover, at Pancabudi Development University, the development of educator professionalism is integrated into the broader campus development strategy, while Dharmawangsa University prioritizes ongoing professional development. In conclusion, although the HRM approaches at both universities differ, they are aligned in their overall objectives to enhance HRM and campus development. These findings suggest that institutions implementing well-planned organizational strategies are likely to achieve superior accreditation outcomes.

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1. INTRODUCTION

Globalization has the most important implications for human resource management practices in general. For some education practitioners, globalization creates pressure to take the best for an institution where a series of HR practices become the main force in touching the life of higher education institutions. The ongoing era of globalization is faced with increasingly complex demands to prepare for high competitiveness (Lina, 2018). This demand arises so that they are able to optimize the opportunities that exist in their environment, both in the economic, social and cultural realms (Akmalia, Nst, & Siahaan, 2023). The goal is not just to survive, but also to be able to adapt quickly to developments in times that are constantly changing and becoming more modern. However, preparing society to be highly competitive is not an easy task. This is a big responsibility for educational institutions, including universities (Binangkit, ID, & Siregar, 2020). Even though they are often faced with certain limitations, each higher education institution is expected to be able to answer this challenge by providing a variety of knowledge and skills that are relevant and useful for society in facing the dynamics of the ever-growing era of globalization (Turmudi, Arifin, & Qomar, 2021). In this way, it is hoped that society can avoid the risk of being left behind in the future and be able to compete competitively on a global scale.

Educational institutions, including universities, are able to achieve the goals expected by society if they are supported by adequate facilities, adequate funding, and quality and reliable human resources. Human resources are a key element in achieving the goals of an institution or organization, because they are not only users, but also drivers of other resources (Munandar, Syah, & Erihadiana, 2022). Therefore, investment in human resource development is crucial in ensuring the success and relevance of an educational institution in supporting societal development and facing the dynamic era of globalization (Thoha, 2017). In the era of globalization which is characterized by the rapid growth of information and the widespread dissemination of knowledge, it is becoming increasingly important to have human resources of superior quality. These qualities can be obtained through mastering the latest science and technology, as well as having an attitude appropriate to the task at hand, such as the ability to think critically, creativity, willingness to learn, and the ability to adapt quickly to change. Human resources who have these characteristics will provide optimal support for the success of the organization in achieving its stated goals, as well as help maintain the organization's competitiveness and relevance amidst the ongoing dynamics of change (Widodo, 2015).

Universities in their management must be able to manage their human resources well in order to graduate students who are truly qualified, not just to obtain a diploma. The main strength of higher education in the free market era which is characterized by high levels of attack lies in the resources of lecturers and educational staff. Therefore, to improve the quality of education in higher education, attention must be given to lecturers, who in this case are human resources. Quality human resources will be able to design and implement effective learning strategies, motivate students to discover new things, and facilitate the development of student potential to the maximum. In fact, quality human resources also include university leaders, administrators and other educational staff. Thus, human resource management will achieve maximum results if it is implemented through good procedures, including in terms of human resource planning, selection, placement, awarding, education and training development, and dismissal (Murtafiah, 2022). HR management aims to organize and manage quality, reliable, productive and high-achieving human resources (Sutrisno, 2017). There are several strategies that can be implemented to improve the quality of resource management for educators and educational staff at universities, such as comprehensive planning, professionalism development, implementation of effective human resource management and leadership that encourages empowerment. (Yuliyati, 2020).

Pancabudi University and Dharmawangsa University are two well-known private universities that continue to exist in the city of Medan. In recent years, these two universities have experienced significant developments, one of which is the opening of new study programs and majors in accordance with predetermined requirements. One of the requirements that must be met is the availability of a sufficient number of lecturers and educational staff, both in terms of number and quality. As for the results of temporary observations, several phenomena appear to be problems in human resource management at

the Faculty of Islamic Religion at Pancabudi University and at the Faculty of Islamic Religion at Dharmawangsa University. Such as in terms of improving and developing human resources from educators and teaching staff. Starting from the initial stage, namely the recruitment process and selection process, there is still a lack of appropriate screening to improve existing human resources at the Faculty of Islamic Religion at Pancabudi University and at the Faculty of Islamic Religion at Dharmawangsa University. So the recruitment process and the process of selecting educators and teaching staff have not yet experienced the desired improvements and developments. In terms of recruitment and selection, a test should be given which is carried out in stages in terms of looking for educators and teaching staff with the right quality of human resources, especially in terms of recruiting teaching staff.

Several previous research results reveal that HR management in State Universities focuses on planning analysis, recruitment, selection, placement, compensation, awards, education, development training and dismissal (Kurniawan, 2019) . Implementation of human resources in educational institutions includes analysis and forecasting activities or projections of the needs of educators and education personnel (Winarti, 2018) . The placement of educators refers to the principle of the right man on the right place, however there is still a mismatch of 10% between educational background and the subjects being taught (Muniroh & Muhyadi, 2017) . Human resources (HR) have a big role in the implementation of education, especially in the quality of personnel in education (Risdianto, Fahrudin, Hakim, Asrin, & Setiadi, 2023) . The obstacle in the management of educational resources and educational personnel in improving the quality of educational services is the commitment of each personnel which still needs to be improved (Sutarjo, 2017) .

Based on the problems described above, researchers are motivated to conduct further research on resource management for educators and education personnel at the Faculty of Islamic Religion, Pancabudi University and Dharmawangsa University. This research will focus on private universities, which are considered to have a significant impact on policies and efforts to improve quality carried out by the government. With limited funds, infrastructure, teaching staff, educational staff and other factors, private higher education providers need to provide equal responses and reactions to the policies and innovations implemented by the government at each university, considering that each university has a status, territory, , culture and climate are different. Therefore, researchers want to understand more about human resource management at Pancabudi University and Dharmawangsa University, especially at the Faculty of Islamic Religion, in managing and producing competent and professional human resources. The aim is for researchers to find significant results related to the recruitment process, selection process, competency improvement process, performance improvement efforts, coaching process and professional development process of lecturers at two private universities in Medan City. This implies a new perspective in human resource management in Islamic higher education institutions in Indonesia by highlighting the differences in approaches, strategies, and innovations implemented by two different universities, as well as providing practical insights for other institutions seeking to improve their human resource management through more adaptive and sustainable methods and approaches.

2. METHOD

This qualitative research uses a naturalistic interactive method that involves natural interaction between researchers and participants. In this research, the main focus is on the process of recruitment and selection of educators and education personnel as well as professional development, coaching and increasing competence in the Faculty of Islamic Religion at Pancabudi University and the Faculty of Islamic Religion at Dharmawangsa University. The object of this research involves these two faculties. The main subjects in this research consisted of the Dean of the Faculty, the Head of the Study Program, Secretary of the Study Program, several educators, and several educational staff who were relevant to the problem under study. This type of research uses a qualitative approach with a multisite type of study.

Data collection techniques use observation, interviews and documentation studies. As for collecting data, researchers chose several informants who were considered to have the ability to provide accurate data. In particular, researchers focused on the administrative part directly related to the Faculty of Islamic Religion at the two universities. Data collection was carried out using three methods: observation, interviews, and document analysis. The data analysis techniques involved data reduction, data verification, and data presentation (Arikunto, 2016). To ensure the validity of the data, triangulation was used (Moleong, 2018). In this research, the triangulation technique involved both source triangulation and intertechnical triangulation. In this research, the data analysis checking technique used is a credibility test by applying triangulation. In this research, the triangulation technique involved both source triangulation and intertechnical triangulation. To analyze the data produced in this research, a qualitative descriptive analysis method was used. The qualitative descriptive method refers to data collection, organization and classification of data, which is then analyzed and interpreted using words to describe the research object at the time the research is conducted (Luthfiah, 2020; Moleong, 2018). The steps in the data analysis process include data reduction, data presentation, and drawing conclusions, as stated by (Miles, MB & Huberman, 1984; Moleong, 2016). The implementation of inspection techniques is based on a number of certain criteria. There are four criteria used, namely degree of trust, transferability, dependability and confirmability (Sugiyono, 2017).

3. FINDINGS AND DISCUSSION

3.1 Recruitment Process for Educators and Education Personnel at the Faculty of Islamic Religion, Pancabudi University and Dharmawangsa University

Human resources are the most important asset owned by Pancabudi Development University and Dharmawangsa University. Therefore, patterns of human resource recruitment and development are one of the keys to success in the future. Based on the results of an interview with the Dean of the FAI Pancabudi Development University, Medan, he said:

"The recruitment process usually first involves: analyzing needs to see how many teaching and educational staff are needed. Then the recruitment of teaching staff is usually carried out at the beginning of the new semester, however, if at the start of the new semester there are no vacancies for educators then the recruitment will be carried out only when there are vacancies for educators ."

This was also emphasized by the Head of the Religious Education Study Program Pancabudi Islamic Development University, that :

"The thing that must be done before recruiting educators and education personnel is to plan. Where this planning must be planned as well as possible. So that later educators and education staff can carry out their duties according to their respective portions. Where the planning that has been mutually agreed upon is: 1. In the initial stage, the dean together with the head of the study program must analyze the needs of educators and teaching staff. In accordance with what is required in his scientific field. 2. In terms of recruiting educators and education staff, the dean is usually assisted by the head of the study program and education staff who coordinates with Vice Chancellor 1."

The results of these interviews underline the importance of involving various parties in the recruitment planning process for prospective educators and education personnel. Before recruiting, the dean together with administrative staff or educational staff need to plan thoroughly regarding the need for lecturers or educators as well as the types of educational staff needed. Apart from that, prospective educators/lecturers who will apply to become educators or educational staff must follow the regulations in accordance with existing procedures, where prospective educators and educational staff

must prepare several files, including photographs, curriculum vitae, certificates that have been received, application letter, photocopy of the diploma, photocopy of identity and so on.

The recruitment process carried out at FAI Dharmawangsa University does not have much different from that carried out at FAI Pancabudi Development University. The results of an interview with the Dean of FAI Dharmawangsa University stated that there were several strategies implemented in recruitment, including:

"The strategy for recruiting employees is: 1. The faculty plans the needs of teaching and educational staff. 2. Informs about the existence of job vacancies both internally and externally. 3. Receive application files 4. Selection of applicant files 5. Call prospective educators/educational personnel who pass the file selection 6. Written test, oral test (interview), Al-Qur'an reading and writing test, psychological test and teaching practice test 7. Call prospective educators/educational personnel who pass the selection 8. Guidance of prospective educators/new educational personnel in the campus environment."

The results of the interview describe the strategies used at Darmawangsa in the employee recruitment process, especially teaching and education staff. It was also added that the head of the Islamic Religious Education study program stated in his interview that :

"The strategies used so far have been quite effective, this is proven by the fact that there are no educators/educational staff who do not meet the needs of the faculty or do not suit their respective fields of study or duties, meaning that there have been no significant obstacles for the faculty so far. "Therefore, the dean and head of the study program always coordinate with the deputy chancellor 1 and are directly involved in the recruitment process."

From the results of the interview above, it is known that if the strategy used has been proven to be effective and there are no significant obstacles that arise in the recruitment process, this shows that the approach applied has been successful. Close coordination between the dean, head of study program, and vice chancellor 1 as well as their direct involvement in the recruitment process are important factors in ensuring that faculty needs are well met. Good coordination between the parties involved in the recruitment process is key to ensuring that the educators and education personnel recruited comply with the needs and standards set by the faculty. Continuing to maintain open communication and adopting best practices in the recruitment process will help faculty continue to improve their performance in meeting their academic and administrative needs .

3.2 Selection Process for Educators and Education Personnel at the Faculty of Islamic Religion, Pancabudi University and Dharmawangsa University

To create quality of students, the campus must also have quality educators/educational personnel, because of the intelligence, abilities and good skills that students have, there must be assistance/direction from qualified educators/educational personnel as well . An interview with Mr. Mh as one of the teaching staff at Pancabudi University explained that one of the selection stages is :

"teaching practice held so that you can directly see the abilities of prospective educators to teach in the classroom, such as basic teaching skills, preparation before teaching, mastery of the material, and the methods used in classroom management. This teaching practice test is practiced directly in front of the class for 1 hour of lecture time. "During practice, assessments are given by senior educators/lecturers along with heads of study programs who have the same subject."

The head of the study program also explained that:

" Personality interviews will also be very crucial input. If the transcript and microteaching scores are good but the interview scores do not meet the requirements then the prospective educator is in the consideration

category for acceptance. Therefore, teaching ability is a criterion in determining whether or not a new teacher candidate will be accepted. In carrying out the selection there can be various types, including written tests, psychological tests, and interviews"

Then the interview continued with the secretary of the Pancabudi University FAI study program, who said:

"After knowing the final results, the Faculty will contact applicants who have passed the selection or been accepted as educators at the Faculty of Islamic Religion, Pancabudi Development University. Applicants will be confirmed via telephone number."

Thus, the statement describes how the faculty will communicate the selection results to applicants who have passed or been accepted as educators at the Faculty of Islamic Religion, Pancabudi Development University, using telephone numbers as a communication method. In the recruitment process carried out at the Faculty of Islamic Religion, Pancabudi Development University, Dharmawangsa University also carried out several stages in recruiting new teaching staff and educational staff. This is in line with what was explained by the Dean of the Faculty of Islamic Religion, Dharmawangsa University, that:

"Recruitment of educational personnel is carried out to search for and obtain as many prospective educational personnel and teaching candidates who meet the requirements as possible, and then select the best and most capable candidates through selection using oral and written tests or by interviews. Administrative selection includes filling out a form provided by the agency, requirements as an attachment to the application letter. The most important thing to pay attention to here is that prospective educators must have a strong foundation in religious knowledge, this is because prospective educators are the spearhead of Islamic religious education."

It was also explained by Mr. RS, one of the teaching staff at Dharmawangsa University, that:

"Interviews were chosen as one way of selecting because at the interview stage it is considered to be able to reveal and explore many things from the applicants, such as commitment, morals, personality and competence and is used to cross-check whether the data written on the application matches the original."

Adding to the interview above, the department secretary also explained that:

"Recruitment is part of HR management which aims to find the right educational staff or educators to fill vacant positions. This is especially important when the supply of human resources is limited, where only a small number of educators and education staff are available, while the campus needs suitable applicants for vacant positions."

The results of the interview explain the importance of the recruitment process for the campus in human resource management (HR). Recruitment is not just about filling vacancies, but is also an important strategy in ensuring that the campus has competent and qualified human resources to support their educational and operational activities.

3.3 Development of Educator and Education Personnel Competencies at the Faculty of Islamic Studies, Pancabudi University and Dharmawangsa University

Considering the flow of globalization and increasingly rapid technological developments, educators and education personnel are expected to develop their abilities through training or workshop activities to respond to these problems. There are several forms of self-development activities that have been carried out by educators and education staff at the Faculty of Islamic Religion, Pancabudi

Development University. In an interview with the Dean of the Faculty of Islamic Religion, Pancabudi Development University, he said that:

"There are many activities that have been carried out and participated in by educators and education staff, such as workshops, technical guidance and training. For example, workshops are like workshops that are appropriate to the teaching field of study. Training includes assessments, learning tools and so on."

This self-development activity is not just done, but there are several things behind it. In this case, the teaching staff at the Faculty of Islamic Studies, Pancabudi Development University also said:

"Educators and education staff need to improve their competence both in learning strategies and in preparing evaluations, for example how to organize good teaching materials from low, medium or high. The background to this activity is one of the campus demands and also keeping up with the times, educators and education staff must also always be updated. to become professional educators, and also the demand to support the smooth running of the promotion process."

Overall, the statement emphasizes that educators and education personnel need to pay attention to various factors to remain existing, relevant, effective, and meet professional and institutional demands in the ever-changing world of education. Likewise with the Faculty of Islamic Religion, Dharmawangsa University, an interview conducted with Mr MIH, as head of the Study Program said :

"This self-development activity is included in the campus program, because of demands from the campus and it has become a necessity for educators and education staff. Where educators and education staff must take part in this activity in order to become more professional. "This activity is motivated by factors such as the frequently changing curriculum and technological developments, and others."

Mr RS explained further that:

"If educators want to become professional educators, they must take part in activities both internal and external, educators are also required to have certificates in order to increase their rank, this is very important and needed by an educator for the welfare of his life."

Overall, the statement emphasizes that participation in professional development activities and obtaining certification are important steps for educators to become professionals and have high levels of professionalism. Coaching and development activities do not only concern aspects of ability, but also involve the careers of teaching and education staff. A coaching program is usually held on the assumption that there are various deficiencies in view of the demands of the campus/faculty, or because of the desire and need to grow and develop among the educational staff themselves. Based on the results of an interview with Mrs. RZA, who is one of the teaching staff at the Faculty of Islamic Religion, Pancabudi Development University, explained:

"Coaching is usually carried out through training. For example, coaching regarding understanding the character of students/students will be a psychologist. The development of educational staff is specifically related to technical administrative issues, whether related to computerized systems in compiling global data or others. "So the process of developing educational staff usually tends to involve external partners."

The results of the interview above are not much different from the presentation of the Dean of the Faculty of Islamic Religion, Dharmawangsa University, where in coaching he carried out:

"The form of guidance at the Islamic Faculty is by providing or showing exemplary attitudes such as discipline, responsibility, honesty and other forms of positive character."

Added by Mr. ZA as a fellow educator at Dharmawangsa University, said:

"This form of fostering the professionalism of educators on campus is by holding workshops according to learning materials as well as training in making learning media using power points. "The development of educational professionalism that has been carried out includes management training, workshops and evaluations, which are carried out through partnerships in the form of special training, internal guidance related to educational issues, and the creation of learning media."

From the results of the interviews that have been conducted, it is very important for professional educators to carry out coaching continuously and periodically. The importance of professional development is to be able to keep up with developments in science and technology, as a form of effort to develop educational institutions. Developing the professionalism of educators is not an independent activity, but is an internal part of efforts to develop educational institutions in accordance with the goals, targets and stages of development of educational institutions.

3.4 Cross-Site Analysis: Similarities and Differences in Management of the Two Campuses

The process begins with a needs analysis to determine how many educators are required and the specific qualifications needed. Recruitment is then carried out at the start of the new semester. Both higher education institutions follow similar steps, including recruitment procedures aimed at evaluating various aspects such as qualification suitability, interpersonal skills, knowledge, and teaching abilities. This ensures that the selection of teaching and educational staff aligns with government regulations and meets institutional needs.

Then, from the competency development process between the Faculty of Islamic Religion, Pancabudi Development University and the Faculty of Islamic Religion, Dharmawangsa University, directing educators and education staff to take part in activities to improve their competence in teaching and increase their professionalism as educators and education staff, namely by participating in self-development activities. From the Faculty of Islamic Religion, Pancabudi Development University and the Faculty of Islamic Religion, Dharmawangsa University, it is mandatory for educators and education staff to actually comply with the regulations, curriculum and programs that have been organized by the campus and take part in activities that have been scheduled by the campus so that they can actually do it. Become professional educators and educational staff . Apart from that, the Faculty of Islamic Religion at Pancabudi Development University and the Faculty of Islamic Religion at Dharmawangsa University carry out professional development of educators and education staff such as management training, workshops and evaluations, which are carried out through partnerships in the form of special training, short courses in higher education or other educational institutions. From this development of educational professionalism, it is hoped that it can improve the abilities and skills of educators and improve their performance. Thus, fostering the professionalism of educators is not only about increasing knowledge and skills, but more about transforming that knowledge and skills into real performance and having a positive impact in the educational context (Capah et al., 2022; Siahaan & Bayoangin, 2014) .

There are not many significant differences between the Faculty of Islamic Religion, Pancabudi Development University and the Faculty of Islamic Religion, Dharmawangsa University. Both have the same goal in terms of improving human resources, especially lecturers/educators and educational staff. Although in terms of accreditation, the Faculty of Islamic Religion at Pancabudi Development University is slightly superior to the Faculty of Islamic Religion at Dharmawangsa University in terms of structuring and developing human resources. But it is also understandable because in terms of age and development, the Faculty of Islamic Religion at Pancabudi Development University is ahead of the Faculty of Islamic Religion at Dharmawangsa University, which is still developing and improving. In terms of choice of departments, the Faculty of Islamic Religion, Pancabudi Development University, already has 3 departments, while the Faculty of Islamic Religion, Dharmawangsa University and 1 new department were also just formed in 2022 and have not yet produced alumni. So the method of

recruitment and selection of educational staff and educators is also not as strict and selective as that of the Faculty of Islamic Religion, Pancabudi Development University.

Discussion

The quality of an institution's human resource management directly influences its organizational structure, leading to improvements in its evaluation processes (Muntatsiroh & Jamilus, 2023). Effective human resource management is also crucial for enhancing institutional accreditation (Ekawati, 2018). Proper planning and management of educators and staff are essential to maintaining order within an educational organization. Research conducted at the Faculty of Islamic Religion at Pancabudi Development University and Dharmawangsa University shows that human resource management for educators and staff is generally adequate. Although standard methods are still in use, there have been significant improvements over time. Additionally, human resource planning helps identify gaps between the demand for and availability of staff, both in terms of numbers and qualifications. If there is a shortage of staff, recruitment must be conducted to address this need (Benny, 2005).

The recruitment process at the Faculty of Islamic Religion, Pancabudi Development University, is managed systematically and follows standard procedures, such as publicly announcing job openings or sharing them through fellow educators. At Dharmawangsa University, the recruitment process has evolved to include administrative screening, written tests, and interviews, depending on the staffing needs of each study program, especially the ratio of lecturers to students (Putra, Marianita, & Pranosa, 2019). Previous recruitment efforts were well-planned, involving needs analysis and preparation (Candra, Rusdiani, Nurkholis, & Hartati, 2022).

To improve the quality of educators and staff, both institutions encourage participation in workshops and other self-development activities to enhance skills and knowledge. At Pancabudi Development University, professional development is supported through on-the-job and in-service training, focusing not only on skills but also career growth. At Dharmawangsa University, development involves inviting external experts to discuss strategies agreed upon by campus leaders. Additionally, educational staff development is handled by external partners, with participants sharing their new knowledge with colleagues.

This research has important implications for human resource management in higher education, especially in the context of the Islamic Faculty. By implementing the recommendations given, it is hoped that Pancabudi University and Dharmawangsa University can continue to improve the quality of education and maintain public trust. The follow-up to this research could be a more in-depth study of HR management strategies in other universities, as well as the development of more effective and efficient management models. Recommendations that can be given include improving the recruitment and selection process, developing structured competency and performance improvement programs, and providing facilities and professional development programs that are right on target. In the context of increasing human resources at the Faculty of Islamic Religion, Pancabudi Development University, Medan, and the Faculty of Islamic Religion, Dharmawangsa University, they carry out several stages of management, where the stages of the two universities have similarities and differences.

Table 1. Similarities and differences in management stages

Findings	Aspect	Panca Budi Development University	Dharmawangsa University
HR Management at the Islamic Faculty (UPP and UDW)	Recruitment Approach	Recruitment procedures are spread out and in stages, using standard management	Progressive Recruitment Adaptation, Flexibility and Innovative
	Selection Process	Administrative Selection, Written Test, and Interview	Administrative Selection, Written Test, Interview, and Trial
	Competency Improvement Strategy	Internal Competency Training and Development	Using PPDikti Standards, and structured self-development activities
	Leadership Approach in Performance Improvement	Personal Behavioral Approach, and the Use of Leadership for Lecturers, namely Holistic	Continuous technical training and mentoring
	Coaching Model	On the Job Training and In Service Training	Collaborative Approach, and using a third partner, External Resource Person
	Continuous Professional Development	Lecturer Professional Development, Synergy with institute goals and Individual Development	Continuing Education, Commitment to Learning Outcomes.

4. CONCLUSION

This research uncovers new aspects of human resource management in higher education, focusing on the Faculty of Islamic Religion at Pancabudi Development University and Dharmawangsa University. Pancabudi employs a structured recruitment process with standard practices, while Dharmawangsa introduces more innovative methods, such as job trials, which are uncommon in similar institutions. Both universities aim to improve educator competency, with Pancabudi emphasizing internal training and Dharmawangsa focusing on structured self-development in line with PDDIKTI standards. Leadership approaches also differ, with Pancabudi's Dean taking a personal, holistic approach to staff performance, while Dharmawangsa utilizes ongoing technical training with external partners. Both institutions prioritize sustainable professional growth, though Pancabudi aligns this with campus-wide goals, and Dharmawangsa focuses on continuous education for better student outcomes. The study offers valuable insights but is limited to these two institutions, suggesting a need for broader research to improve recruitment, performance development, and targeted professional growth programs in Islamic higher education.

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