



An Analytical Study on Lecturer Development Management at the College of Islamic and Arabic Studies (STIBA) Makassar

Muh. Ridwan

Universitas Islam Negeri Alauddin Makassar, Indonesia

Email: muh.ridwan@stiba.ac.id

Muh. Wayong

Universitas Islam Negeri Alauddin Makassar, Indonesia

Email: mwayong@gmail.com

Musdalifah

Universitas Islam Negeri Alauddin Makassar, Indonesia

Email: gaffarmusdalifah@gmail.com

Fauziah Ramdani

Institut Agama Islam STIBA Makassar, Indonesia

Email: fauziah_ramdani@stiba.ac.id

Abstract

This article examines the management of faculty development at STIBA Makassar as a strategic foundation for strengthening the Tridarma of higher education. The study aims to analyze specific dimensions of faculty development—pedagogical competence, research productivity, and career advancement—while assessing management aspects such as budgetary allocation, supervisory consistency, and institutional incentive systems. A qualitative case study approach was employed, involving ten informants selected through purposive sampling, including institutional leaders, department heads, and senior lecturers. Data analysis followed a thematic approach with an inductive-deductive coding process, ensuring trustworthiness through source triangulation. The findings reveal that while STIBA Makassar demonstrates strong institutional commitment, implementation faces structural hurdles, including budget constraints and excessive teaching workloads that stifle research productivity. However, the P3M unit has shown progress through AI-based writing and OJS digitalization. By synthesizing these findings with Human Resource Development and Motivation theories, this research contributes a Hybrid Management Model that integrates modern professional accountability with traditional Islamic institutional values. These results provide a strategic roadmap for building a sustainable, quality-oriented faculty development system in pesantren-based institutions.

Keywords: *faculty development, human resource management, Islamic higher education, academic strategy, education quality*

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1. INTRODUCTION

Higher education institutions play a fundamental role in producing high-quality human resources capable of contributing to national development¹. Through the implementation of the *tridarma perguruan tinggi*—education, research, and community service—universities serve as driving forces in enhancing intellectual capacity, moral integrity, and professional competence within society. To optimally fulfill these strategic functions, higher education institutions require effective and adaptive management systems that align with evolving societal needs.

Management serves as a pivotal component for organizational success, including within higher education institutions. Yulianto emphasizes five primary components in management, commonly referred to as the Five Ms: man, money, material, marketing, and machine.² Among these elements, the human factor (man) is the most crucial, as it serves as the primary driver of all other organizational resources. In line with this, contemporary literature underscores the significance of strategic human resource management (SHRM) in fostering a competitive advantage within educational institutions. The causal relationship between human resources and organizational performance enables human resource development (HRD) departments to design programs that yield superior results in achieving higher institutional performance³. The focus of HRM must be to comprehend the processes of organizational performance and design development programs that influence both process variables and outcomes.⁴ Consequently, a profound understanding of human resource management science will facilitate optimal organizational development. This concept is reinforced in QS. al-Zumar/39:9, which states:

أَمَّنْ هُوَ قَانِتٌ آنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُوا الْأَلْبَابِ

Means:

“Is one who worships during the night, prostrating and standing in fear of the Hereafter and hoping for the mercy of his Lord, equal to one who does not do so? Say: ‘Are those who know equal to those who do not know?’ Indeed, only those endowed with intellect will take heed.”

This verse emphasizes that individuals possessing knowledge hold a higher stature compared to those who do not. This serves as a form of recognition of human dignity through the acquisition of knowledge. In the context of educational organizations, the quality and capacity of human resources—particularly the faculty—become the primary

¹ Oksana Lentjushenkova, “Human Capital Development at Higher Education Institutions,” *Economics and Culture* 18, no. 2 (2021): 5–14.

² Yulianto, “Penerapan Unsur-Unsur Manajemen Di Rudi Aurel (Ra) Point Swalayan & Dept Store Metro Dalam Perspektif Manajemen Bisnis Islam,” *Jurnal Studi Keislaman* 3, no. 01 (2022): 1–50.

³ Behrooz Ghlichlee and Amirhossein Goodarzi, “Strategic Human Resource Practices and New Product Development Performance: The Mediating Role of Intellectual Capital,” *Journal of Intellectual Capital* 24, no. 3 (2023): 730–56.

⁴ Syaiful Anwar and Erna Herlina, “The Impact Of Strategic Human Resource Management On Organizational Performance,” *Jurnal Indonesia Sosial Teknologi* 3, no. 12 (December 23, 2022): 1303–9, doi:10.36418/jist.v3i12.555.

determinants of the institution's success in achieving its vision and mission⁵. Therefore, strategic human resource management is imperative to ensure the sustainability and quality improvement of the institution.

Lecturers serve as strategic actors with a direct role in enhancing academic quality, professionalism, and institutional reputation. In accordance with Law No. 14 of 2005, lecturers are expected to master pedagogical, professional, personal, and social competencies. However, faculty development is not merely an individual responsibility; rather, it is an integral part of a higher education institution's human resource management system. Within the university ecosystem, lecturers are not just operational assets, but intellectual capital and investments that determine an institution's global standing and the quality of its academic output.

Nevertheless, faculty development in the contemporary era faces complex global challenges⁶. As emphasized by Behari-Leak, educational institutions in the Global South are often trapped within borders that discipline them into merely reproducing scholarly practices that privilege dominant forms of knowledge. From a global South perspective and within the context of global curriculum transformation, Behari-Leak explores the imposed and self-created borders that continue to discipline us into reproducing scholarly processes, practices, and traditions that privilege dominant forms of knowledge-making.⁷ In Indonesia, this phenomenon is reflected in the standardization of pedagogical, professional, personal, and social competencies under Law No. 14 of 2005. If not managed critically, such standards risk becoming ahistorical and decontextualized administrative formalities.

In the context of the Sekolah Tinggi Ilmu Islam dan Bahasa Arab (STIBA) Makassar, faculty development represents a strategic pillar in realizing the vision of becoming a leading campus in Eastern Indonesia by 2030. Although institutional commitment to human resource development is relatively high, preliminary observations reveal several challenges, such as budget constraints, suboptimal internal communication between units, and uneven faculty motivation to enhance professional competencies. Faculty development at STIBA Makassar must transcend mere compliance with national standards and administrative formalities; it must be rooted in the institution's authentic needs. Furthermore, several human resource development targets outlined in the 2024 Strategic Plan (Renstra) remain unachieved. This condition indicates an urgent need for a comprehensive evaluation of faculty development management, particularly regarding competency enhancement.

Research on faculty development management in higher education has been extensive. Studies such as those by Triani Patra Pertiwi et al. highlight the importance of competency development. The integration of technology, active learning approaches, intercultural skills, lifelong education, industrial collaboration, and leadership roles are key to preparing lecturers as relevant agents of change responsive to modern educational dynamics.⁸ Other studies by Hendriyaldi and Sumarni emphasize the development of

⁵ Khadijatu Adanu, "Staff Development and Commitment in Nigerian Colleges of Education: A Pathway to Institutional Success," *Bulletin of Islamic Research* 2, no. 4 (2024): 653–76.

⁶ O Petrychenko et al., "Changes in Modern University: Challenges of Today and Development Trends," *Transport Systems and Technologies*, no. 41 (2023): 74–83.

⁷ Kasturi Behari-Leak, "Toward a Borderless, Decolonized, Socially Just, and Inclusive Scholarship of Teaching and Learning," *Teaching and Learning Inquiry* 8, no. 1 (2020): 4–23, doi:10.20343/Teachlearninqu.8.1.2.

⁸ Triani et al, "Strategi Pengembangan Kompetensi Dosen Untuk Menanggapi Tantangan Pendidikan Abad Ke-21." 2024.

digital, pedagogical, research, professional, and leadership competencies to foster superior human resources.⁹

However, most existing research has limitations; few studies specifically examine human resource management in pesantren-based higher education institutions, which possess distinct organizational structures, work cultures, and internal regulations compared to general universities. Additionally, there is a scarcity of in-depth case studies that uncover the contextual dynamics of specific institutions. Integrative research highlighting internal factors (communication, institutional culture, motivation) and external factors (foundation policies, budgeting) remains limited. This creates a theoretical void (research gap) regarding how human resource management operates within institutions characterized by dual authority: the formal bureaucracy of the state and the traditional-religious authority of the pesantren.

This study offers novelty through an analysis of faculty development practices in pesantren-based higher education—a domain that has been under-researched. It integrates modern management perspectives with pesantren values, providing a comprehensive understanding of faculty development models suitable for religious institutions. The case study approach reveals empirical realities rather than mere normative descriptions, thereby generating evidence-based recommendations. The research is anchored in several theoretical frameworks: Human Resource Development Theory, which explains strategies for individual capacity building; Herzberg's Motivation-Hygiene Theory, to understand drivers and barriers to faculty motivation; and Islamic Organizational Theory, relevant for analyzing human resource practices in pesantren-based settings.

This study aims to analyze the management of faculty development at STIBA Makassar, specifically focusing on the dimensions of academic qualification, research productivity, and career advancement. It critically examines management aspects including budgetary allocation, digital-based performance monitoring, and institutional incentive systems. Ultimately, this research seeks to formulate a hybrid management model that integrates modern professional standards with the traditional values of pesantren-based higher education.

A qualitative case study approach was employed to achieve an in-depth understanding of institutional management dynamics¹⁰. The study was conducted between September and December 2024, during which data were collected using three complementary techniques. First, semi-structured in-depth interviews were conducted with ten key informants, comprising the Chairman, Vice Chairpersons, Head of Human Resources, Heads of Study Programs, and leaders of the quality assurance and research units. Informants were selected based on their direct involvement in faculty development management or their exposure to existing institutional policies, thereby ensuring a comprehensive representation of managerial and structural perspectives at STIBA Makassar. Each interview session lasted between 30 and 120 minutes.

Data were analyzed using thematic analysis¹¹. The coding process adopted a hybrid inductive–deductive strategy: initial codes were derived from the research

⁹ Hendriyaldi and Sumarni, *Strategi Inovasi Pengembangan Kompetensi Dosen Menuju Sumber Daya Manusia Unggul Pada Pasca Pandemi Covid-19 Di Universitas Jambi*, *Jurnal Paradigma Ekonomika*, vol. 18, 2023, <https://pddikti.kemdikbud.go.id>.

¹⁰ Joseph Kekeya, "Qualitative Case Study Research Design: The Commonalities and Differences between Collective, Intrinsic and Instrumental Case Studies," *Contemporary PNG Studies* 36 (2021): 28–37.

¹¹ Vicki Squires, "Thematic Analysis," in *Varieties of Qualitative Research Methods: Selected Contextual Perspectives* (Springer, 2023), 463–68.

questions (deductive), while additional categories—such as *digital bordering* and *structural constraints*—emerged through iterative engagement with the interview transcripts (inductive)¹². The raw data were systematically organized into overarching themes to facilitate a coherent and rigorous interpretation of the managerial challenges identified. Second, non-participant observation was undertaken to capture sociological and organizational dynamics during academic meetings and routine institutional activities, without researcher intervention. Third, document analysis was conducted on key internal documents, including the 2023–2027 Strategic Plan, institutional statutes, faculty workload guidelines, and annual reports.

Data analysis followed the Miles and Huberman interactive model, encompassing data reduction, data display, and conclusion drawing¹³. Trustworthiness was ensured through source triangulation, while ethical rigor was maintained by obtaining informed consent and safeguarding participant confidentiality. Member checking was conducted by sharing preliminary findings with selected informants to validate the accuracy of interpretations. Additionally, a detailed audit trail was maintained to enhance the study's dependability and confirmability.

2. DISCUSSION

Human Resource Development (HRD) aims to enhance the quality of skills, knowledge, expertise, and character through education and training programs tailored to organizational needs. In higher education, faculty development is a vital aspect, as lecturers play a pivotal role in planning, directing, and organizing the institution. As the primary human resource, lecturers determine the success of a university in achieving its objectives. In their capacity as educators and scholars, faculty members must continuously engage in lifelong learning and capacity building to fulfill the "Tridarma" of higher education: education, research, and community service. Internal awareness and motivation are paramount, as faculty development is inextricably linked to performance. At STIBA Makassar, while some faculty members are proactive in development programs, others remain passive. Consequently, strategic interventions are required to ensure consistent competency enhancement to support the sustainability and quality of higher education. The programs and challenges associated with faculty quality development at STIBA Makassar are categorized into several key initiatives and activities.

2.1 Lecturers' Teaching Domain

2.1.1 Lecturer Upgrading Program

These activities aim to enhance the insights and scholarship of the faculty to align with curricular requirements. Based on interviews and observations, it was found that several senior lecturers had been teaching courses outside their core competencies. For instance, lecturers from the Hadith Studies program who previously taught in the Comparative Schools of Law (Perbandingan Mazhab) program have been reassigned to match their expertise and latest academic qualifications. Furthermore, as knowledge evolves, the curriculum of each study program is continuously adjusted to meet graduate

¹² Shreya Mishra and Ajoy K Dey, "Understanding and Identifying 'Themes' in Qualitative Case Study Research," *South Asian Journal of Business and Management Cases* (Sage Publications Sage India: New Delhi, India, 2022).

¹³ Matthew B Miles and A Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (SAGE Publications Sage CA: Los Angeles, CA, 1994).

profiles, resulting in new courses replacing irrelevant ones. To support this transition, faculty upgrading initiatives are conducted to renew and enhance lecturers' understanding of new subjects and to reinforce their scholarship according to their competencies. This ensures that instructional quality evolves in line with the dynamics of higher education. Such initiatives represent a strategic effort to ensure the linearity of course instructors, aligning them with their academic backgrounds.

The effort to align academic linearity serves as a form of strategic management to mitigate competency mismatches. From Behari-Leak's perspective, developing a contextual Semester Learning Plan (RPS) is an initial step toward dismantling the epistemic boundaries between decontextualized theory and the practical realities of student needs in the field. However, the heavy reliance on formal guidelines indicates that lecturers are still within a stage of bureaucratic discipline, where instructional creativity is frequently hindered by administrative burdens.

2.1.2 Training on Semester Learning Plan (RPS) Development

This activity aims to assist faculty members in developing the Semester Learning Plan (RPS) as an integral part of curriculum development in higher education. The RPS comprises course synopses, study materials, core topics, and references that serve as a guide for lecturers in determining the competencies to be imparted to students. Effective learning must enhance student quality through a balance of theory and practice, experience, collaboration, and the strengthening of interpersonal skills. However, several challenges in higher education instruction persist, such as low student motivation, a lack of character building, and the dominance of cognitive aspects devoid of real-world applications. Lecturers are expected to take the initiative in reconstructing instructional methods to be more contextual, thereby fostering students' cognitive, affective, and psychomotor potential. Based on interviews and observations, it was found that in realizing high-quality instruction, STIBA Makassar continuously encourages and provides facilities for faculty to develop superior RPS using various approaches, such as the implementation of the Indonesian National Qualifications Framework (KKNI) and the Merdeka Belajar-Kampus Merdeka (MBKM) curriculum. Consequently, there is a need for standardized guidelines and periodic evaluations of the RPS to ensure instructional effectiveness and efficiency in facing higher education challenges.

The concept proposed by Leuwol emphasizes the strengthening of interpersonal abilities and international networking as quality standards.¹⁴ Currently, STIBA Makassar remains focused on reinforcing the foundations of academic linearity and administrative documentation. This indicates that STIBA Makassar is in a transitional phase toward national standard professionalism, yet it continues to struggle with integrating practical experience, research, and community service into the existing RPS structure. Lecturers are expected to provide instructional processes that effectively enhance student quality. Crucial aspects for preparing high-quality students include: (1) a balance between theoretical knowledge and practical experience through intensive guest lectures, (2) providing updated information regarding the job market, (3) intensive internships, (4) international-standard learning experiences, (5) network building, (6) collaboration with

¹⁴ Leuwol, *Pengembangan Sumber Daya Manusia Perguruan Tinggi Sebuah Konsep, Fakta Dan Gagasan*, Jakarta, Tayasan Kita Menulis. 2019.

students to gain insights into current issues from the faculty, and (7) strengthening interpersonal skills to facilitate effective teamwork.¹⁵

2.1.3 Learning Media Training

In the era of globalization and the transition from Industrial Revolution 4.0 to 5.0, information technology plays a pivotal role in education; thus, educators, including lecturers, must be capable of adapting to and integrating technological advancements into their instruction. Based on interviews and observations, it was found that not all lecturers at STIBA Makassar possess an adequate understanding of interactive learning media, despite the wide availability of various applications. This limited knowledge results in the minimal utilization of technology in teaching, further exacerbated by limited supporting facilities such as LCD projectors. To address this, STIBA Makassar has conducted training on learning media; however, these activities have not been implemented intensively, leading lecturers to remain reliant on traditional methods, such as chalkboards and conventional lectures.

This phenomenon can be explained through Herzberg's Two-Factor Theory, where the availability of technological facilities (LCDs and software) acts as a hygiene factor. When these factors are not adequately met, dissatisfaction arises, which hinders the emergence of motivational factors, such as instructional innovation. Consequently, a gap persists between contemporary demands and classroom reality. Educators become trapped within the "boundaries" of traditional comfort zones due to the absence of a supportive digital ecosystem. An educator, whether a teacher or a lecturer, is constantly required to develop and utilize learning tools in accordance with the demands of the times. They are expected to cultivate skills in creating learning media for use in the instructional process. Therefore, educators must possess sufficient knowledge and understanding of learning media. A study by Nugraha and Sudiyono proves that training accompanied by intensive mentoring can effectively transform educator behavior.¹⁶ The failure to achieve similar intensity at STIBA indicates that training without sustainable post-training mentoring will not result in permanent pedagogical behavioral changes.

2.1.4 Microteaching Training

Micro-teaching is an instructional method aimed at assisting faculty members in developing basic teaching skills to enhance professionalism within the educational field. Based on interviews and document analysis, it was found that at STIBA Makassar, a micro-teaching training session was conducted once in 2019 featuring external experts. This program received high appreciation from the faculty due to their minimal experience in managing creative and innovative learning environments. However, since 2020, this activity has been discontinued due to budget constraints.

The micro-teaching training reveals a unique phenomenon: faculty enthusiasm is significantly high when presenters are external experts, yet tends to be low when sourced internally. Critically, this indicates an ontological dissonance. Lecturers unconsciously assign higher value to the representation of external experts than to the capacity of their own peers. This perception hinders the formation of a self-sustaining learning

¹⁵ Leuwol, *Pengembangan Sumber Daya Manusia Perguruan Tinggi Sebuah Konsep, Fakta Dan Gagasan*, Jakarta, Tayasan Kita Menulis. 2019.

¹⁶ Nugraha dan Sudiyono., "Pelatihan Dan Pendampingan Pembuatan Media Pembelajaran Interaktif Menggunakan Autoplay Media Studio Bagi Guru-Guru SDN Merjosari 1," *Jurnal Terapan Abdimas* 3, no. 2 (2018): 182–87.

organization. Furthermore, the suspension of the program due to financial reasons suggests that human resource development is not yet viewed as a long-term strategic investment, but rather as an operational cost that can be curtailed.

Referring to Yulianto's 5M management principles, the "money" element at STIBA Makassar acts as a determinant factor that halts the "man" function. This confirms that faculty development management in private, pesantren-based institutions remains reactive to fund availability rather than being proactive based on the needs of sustainable career development.

2.1.5 Introduction to Study Program Curriculum

This activity is designed to provide faculty members with a comprehensive understanding of the existing curriculum within each study program. Based on the interviews, it was revealed that these activities have not been uniformly implemented across all programs. Several departments are still in the process of aligning their curricula with current regulations. For instance, the oldest program, Comparative Schools of Law (Perbandingan Mazhab), is continuously refining its curriculum to better match graduate profiles and the challenges alumni face in the professional world. In contrast, most other programs are relatively new and have not yet produced graduates.

The slow pace of curricular adjustment in some of the more established programs reflects a degree of resistance to change or a lack of coordination between functional units. This inefficiency is rooted in a management approach that remains fragmented (partial) and a lack of rigorous academic supervision.

2.1.6 Daurah on Arabic Language Teaching Methods

This activity aims to enhance faculty skills in utilizing Arabic instructional methods, featuring internal speakers from the STIBA Makassar faculty. The methods taught are designed not only for Arabic language courses but also for other subjects that use Arabic as the medium of instruction. Based on interview results, a primary weakness identified in this activity is that it was conducted without adequate preparation or a mature conceptual framework. This is evident from the absence of pre-tests and post-tests to measure the program's effectiveness for the lecturers. As a higher education institution that employs Arabic as its medium of instruction, STIBA Makassar needs to optimize the implementation of this activity to ensure that faculty members have a clear direction in teaching their courses according to curricular demands and student needs.

From a human resource management perspective, the lack of evaluative measurement tools indicates a weak PDCA (Plan-Do-Check-Act) cycle. Faculty development without evaluation results in mere output (the execution of the activity) without producing measurable outcomes (improved teaching quality). Without a well-developed concept, STIBA Makassar's target of establishing Arabic as an excellent medium of instruction will be difficult to achieve, as faculty agency in mastering instructional methods is not systematically monitored.

2.2 Research and Community Service Domain

2.2.1 Training on Writing Research-Based Scientific Articles and Books

As professional educators and scholars, lecturers must continuously enhance their capacity within the "Tridarma" of higher education, which encompasses education, research, and community service. One form of professional competency development is the authorship of scientific articles in ISSN-registered and reputable journals. This

practice not only elevates individual competency but also contributes to the accreditation of study programs and the institution. Scientific publication is a mandatory requirement for a lecturer's functional rank, as mandated by Law No. 12 of 2012 concerning Higher Education. Based on interview results and document analysis, it was found that STIBA Makassar, in its efforts to improve research quality, operates a Research and Community Service Center (P3M). This center has organized scientific article writing workshops that have proven effective in increasing the quality and quantity of faculty publications. By the end of 2023, STIBA Makassar faculty members successfully published 806 documents in national and international journals, eight of which are Scopus-indexed, and have garnered 3,269 citations since 2018, reflecting the relevance and impact of their research on the advancement of knowledge. Nonetheless, STIBA Makassar needs to further strengthen its training and mentoring programs to increase both the quality and the number of Scopus-indexed scientific publications.

2.2.2 Sharing Sessions on AI-Based Scientific Writing

P3M STIBA Makassar organizes training for faculty members to enhance scientific writing productivity by utilizing Artificial Intelligence (AI) technologies, such as the Gemini and ChatGPT platforms. AI assists in structuring clear writing frameworks, refining grammar, and providing instant feedback to improve the quality of scientific articles. Based on interview results, it was suggested that this training should transcend mere sharing sessions and evolve into intensive programs to equip lecturers with practical skills in AI utilization. Research by Gunawan et al. demonstrates that AI-assisted scientific article writing training has successfully improved participants' writing capabilities. This is evidenced by high levels of participant satisfaction across all training aspects and the production of 20 scientific articles by participants. Such training not only provides theoretical knowledge but also equips participants with practical skills to leverage AI for enhancing writing efficiency and quality. The success of this training aligns with current trends in AI usage within education and research, indicating that AI possesses significant potential as an effective tool in the scientific writing process.¹⁷

The adoption of AI within a pesantren environment represents a form of manifest epistemic defiance. As explained by Behari-Leak, institutions in the Global South must have the courage to utilize new tools to dismantle the dominance of global publication standards that often marginalize authors from traditional institutions.¹⁸ AI serves as a tool for technical linguistic border crossing, enabling Islamic thought from STIBA Makassar to enter global discourse. However, the high citation count relative to the number of Scopus-indexed documents suggests that the work of STIBA faculty possesses strong social relevance but still faces barriers and challenges in gaining recognition within high-impact reputable journals.

2.2.3 Workshops on Scientific Publication Management and OJS Utilization

This activity aims to instruct faculty members on utilizing the Open Journal System (OJS) as both authors and editors to enhance the efficiency and effectiveness of

¹⁷ Gunawan et al., "Peningkatan Keterampilan Penulisan Artikel Ilmiah Melalui Pelatihan Berbantuan Artificial Intelligence," *Indonesian Journal of Education and Community Services* 15, no. 1 (2024): 37–48, <https://journal.publication-center.com/index.php/ijecs/article/view/1645/405>.

¹⁸ Kasturi Behari-Leak, "Toward a Borderless, Decolonized, Socially Just, and Inclusive Scholarship of Teaching and Learning," *Teaching and Learning Inquiry* 8, no. 1 (2020): 4–23, doi:10.20343/Teachlearninqu.8.1.2.

scientific journal management within the institution. As an open-source platform, OJS facilitates the online processing and publication of scientific journals, streamlining the workflow from manuscript submission and reviewing to tracking and final publication. The implementation of OJS within the academic environment helps record the research trajectories of both faculty and students systematically, while supporting the transparency and accessibility of scientific journals via the internet. With the flexibility it offers, OJS serves as a professional and structured solution for journal management in higher education.

From a managerial perspective, the adoption of OJS represents STIBA's effort to establish academic transparency and accessibility. However, when analyzed through Herzberg's motivation theory, the existence of the OJS system currently functions only as a hygiene factor (a minimum work standard) rather than a motivator. If this system is not accompanied by ease of access and adequate technical support, it risks becoming a new administrative boundary that rigidly disciplines the faculty.

This finding aligns with the study by Nugraha and Sudiyono, which emphasizes that training for interactive media or information system management will only succeed if followed by continuous coaching. At STIBA Makassar, the optimization of OJS must be rooted in a management approach that focuses not only on system provision (hardware/software) but also on the mental and technical readiness of its users (brainware). Consequently, OJS at STIBA can fully function as a reputation-driving engine, rather than being perceived as an administrative burden that hinders faculty agency in research.

2.2.4 Research and Community Service Grants

Based on the interview results, the P3M STIBA Makassar regularly conducts socialization sessions for research grant programs and community service, covering guidelines from proposal submission to activity reporting. This initiative is expected to bolster faculty motivation in their research endeavors. Specifically, these programs aim to enhance the research competencies of the faculty. The intended outcome of this initiative is the production of reputable scientific journals, which will increase the publication volume of STIBA Makassar lecturers.

From a managerial perspective, this grant program serves as a form of extrinsic incentive aimed at stimulating productivity. However, when analyzed through Work Motivation Theory, the availability of grants is only effective if operational barriers—such as teaching workloads—are minimized. Leuwol's study emphasizes that human resource development through grants must have a direct impact on increasing welfare and professional recognition.¹⁹ At STIBA Makassar, however, these grants are perceived more as an instrument for fulfilling the Faculty Workload (BKD) requirements.

2.2.5 Collaborative Research and Community Service Programs

Based on the interview results, P3M STIBA Makassar's activities are not limited to internal programs but also include comparative studies with other institutions, such as LP3M Unismuh and UIN Alauddin Makassar. These activities provide opportunities to study best practices in research and community service, which are subsequently adapted to enhance P3M's performance. All these programs are supported by strategic partnerships with various local, national, and international organizations, including

¹⁹ Leuwol, *Pengembangan Sumber Daya Manusia Perguruan Tinggi Sebuah Konsep, Fakta Dan Gagasan*, Jakarta, Tayasan Kita Menulis. 2019.

Tohoku University Japan, Bappeda, and Wahdah Islamiyah. These partnerships enable faculty members to engage in cross-institutional research collaborations, open opportunities for research grants, and expand the impact of community service. Through these various efforts, P3M STIBA Makassar remains committed to creating a productive and competitive academic, research, and community service ecosystem.

However, establishing broader international cooperation remains a challenge. While P3M STIBA Makassar has established several partnerships with international institutions, efforts to expand this network require more aggressive and strategic steps. International collaboration is vital for unlocking cross-cultural research opportunities, gaining access to global funding, and enhancing the institution's reputation on a global scale.

From a managerial perspective, the existing partnerships at STIBA Makassar currently tend to remain at a formal level (MoU) and have not yet transformed into active, inclusive research collaborations. This contrasts with the Research Collaboration strategy proposed by Triani, where collaboration is regarded as an absolute competency of the 21st century.²⁰ At STIBA Makassar, international collaboration is still perceived more as a symbol of institutional reputation rather than a functional necessity for the faculty.

2.2.6 Research Guidelines and Standard Operating Procedures

P3M STIBA Makassar has established standardized research activities through the development of various comprehensive guidelines and Standard Operating Procedures (SOPs). These governance instruments encompass qualification standards for researchers and reviewers, administrative workflows from proposal submission to reporting, and technical guidelines for revising scientific papers (KTI) aimed at reputable publications. Additionally, specific SOPs for research and community service have been implemented to ensure measurable social impact, alongside grant guidelines to facilitate faculty access to funding. This strengthening is also directed toward managing internal journals to achieve SINTA accreditation and international indexing, such as Scopus and Web of Science, to foster a competitive and structured research ecosystem.

From a managerial perspective, the existence of these various guidelines and SOPs represents the implementation of the control function within human resource management to guarantee output quality. When compared to the PDCA (Plan-Do-Check-Act) framework, STIBA Makassar is exceptionally strong in the Plan stage (planning through guidelines) but frequently encounters challenges in the Act stage (continuous improvement based on evaluation).

The failure to transform instructions into a research culture is caused by a management approach that views SOPs as an end goal rather than a supporting tool. As highlighted in Nugraha's study, the success of a new system heavily depends on the psychological mentoring of its users.²¹ At STIBA Makassar, the comprehensiveness of research guidelines has not been balanced with a reduction in other workloads; consequently, these extensive guidelines are often perceived by the faculty as an additional burden rather than a roadmap toward academic excellence.

²⁰ Triani Patra Pertiwi, "Strategi Pengembangan Kompetensi Dosen Untuk Menanggapi Tantangan Pendidikan Abad Ke-21." 2024.

²¹ Nugraha dan Sudiyono., "Pelatihan Dan Pendampingan Pembuatan Media Pembelajaran Interaktif Menggunakan Autoplay Media Studio Bagi Guru-Guru SDN Merjosari 1," Jurnal Terapan Abdimas 3, no. 2 (2018): 182–87.

2.3 *Lecturer Appreciation and Reward System*

STIBA Makassar has implemented a reward system as a form of appreciation for the faculty's Tridarma performance, including a routine Exemplary Lecturer program held each semester. Theoretically, appropriate rewards can enhance the motivation and professionalism of lecturers in producing scientific work and community service.²² However, field findings indicate that the effectiveness of this program is not yet optimal due to the absence of standardized and transparent performance assessment guidelines.

Siregar's study demonstrates that rewards directly improve the performance of lecturers in private higher education institutions.²³ At STIBA Makassar, this impact remains suboptimal due to weak assessment instruments. The lack of clear evaluation guidelines prevents management from effectively converting appreciation into sustainable productivity gains. This condition is rooted in a management model that remains familial in nature and places insufficient emphasis on performance accountability. To align with the demands of modern higher education, STIBA needs to transform its reward system from a merely ceremonial practice into a meritocracy. This is crucial to ensure that every lecturer has an equal opportunity for their expertise to be recognized, thereby mitigating the risk of demotivation among faculty members who may feel their contributions are not fairly captured by the existing system.

Consequently, STIBA Makassar needs to formulate an objective performance assessment format to serve as a formal reference for granting rewards. Furthermore, the quantity and variety of appreciation should be increased—particularly for "Tridarma" achievements that have a broad impact—to transform the reward system into a strategic instrument capable of driving continuous competitive advantage for the faculty.

2.4 *Scholarships for Further Study*

Advanced study is a faculty development program primarily intended for permanent lecturers to enhance mastery of their respective scientific fields²⁴. STIBA Makassar has provided financial assistance for five lecturers to complete their Master's degrees; however, a doctoral (PhD) scholarship program has yet to be realized due to budget constraints. Currently, the proportion of doctoral-qualified lecturers at STIBA has only reached 5%, which is far below the accreditation standards for "Excellent" (Unggul) study programs that require at least 50% of permanent faculty to hold doctoral degrees. Although several lecturers have pursued doctoral studies independently or through external scholarships (Mora, PKU UIKA Bogor, and WIZ), the institution must urgently allocate dedicated funds to accelerate doctoral qualifications. Furthermore, future scholarship management must prioritize curricular linearity to meet the distributive needs of course instructors, which remain insufficient.

From a Human Capital Theory perspective, doctoral education for lecturers is not merely the fulfillment of an administrative requirement but a strategic investment to enhance the intellectual capacity and institutional competitiveness. However, the gap

²² Siregar, "Pengaruh Reward Terhadap Kinerja Dosen Perguruan Tinggi Swasta Labuhan Batu," 2020, 18–22.

²³ Siregar, "Pengaruh Reward Terhadap Kinerja Dosen Perguruan Tinggi Swasta Labuhan Batu," 2020, 18–22.

²⁴ Aprianti, "Manajemen Sumber Daya Manusia Dosen Dalam Perguruan Tinggi Berbasis Pesantren (Studi Etnografi Pada Institut Agama Islam Shalahuddin Al-Ayyubi Bekasi)" (Universitas Negeri Jakarta, 2020).

between accreditation targets (the 50% doctoral requirement for "Excellent" status) and the reality of 5% at STIBA indicates significant hurdles in human resource management.

When compared to BAN-PT accreditation standards, STIBA Makassar is in a vulnerable position regarding the quality assessment of "Excellent" study programs. The ineffective realization of doctoral scholarships is rooted in a financial management model that has not yet allocated a specific endowment fund for education. An explanation of this condition suggests that without budget policy reforms and strict linearity mapping, STIBA Makassar will remain trapped in a cycle of dependency on external parties. The obstacles in accelerating doctoral qualifications impact not only accreditation scores but also the institution's ability to engage in epistemic transformation and advanced research, which necessitate doctoral-level expertise.

2.5 *Lecturer Scholarly Discussions*

The enhancement of scientific expertise among STIBA Makassar faculty members is conducted through scientific discussions and seminars covering specific topics in both religious and general sciences. Among the routine activities organized by STIBA are faculty scientific "daurah" (intensive workshops) featuring scholars from the Middle East. Additionally, there are international hadith webinars involving guest lecturers from Umm Al-Qura University, Makkah, Saudi Arabia, alongside other scientific activities. However, observed from STIBA Makassar's journey, national and international seminars remain relatively scarce. From 2020 to the present, the number of national and international seminars hosted by STIBA Makassar totals fewer than five events. In contrast, the scientific daurah with Middle Eastern scholars is held routinely every semester.

The routine scientific discussions, such as the daurah with Middle Eastern scholars, demonstrate the institution's effort to maintain epistemic originality and proximity to pure religious sources. Nevertheless, the lack of national and international seminars reflects a degree of academic isolation or a boundary that separates the pesantren-based institution from broader global scientific discourse.

While these routine "daurah" serve as a supporting factor in preserving identity, within the context of modern human resource management, lecturers also require dialectical-critical forums (seminars) to test their research findings. Without a balance between daurah (knowledge transfer) and seminars (critical discussion), the faculty's agency to become universally recognized scholars will remain overshadowed by external authority. Compared to the Learning Organization model, which emphasizes dynamic knowledge exchange, development management at STIBA still tends to be unidirectional, focusing on the transmission of knowledge from external experts through daurah.

An explanation of this condition suggests that STIBA Makassar remains caught in a traditional-conservative faculty development model. The limited number of international seminars over the past four years proves that the institution has not yet positioned scientific dissemination as a strategic priority. Consequently, the intellectual potential of the faculty, honed through internal consortiums, lacks a platform for validation by the wider academic community. To cross this boundary, STIBA needs to transform its faculty consortiums into more proactive units that initiate competitive scientific forums rather than merely serving as venues for routine meetings.

2.6 *Lecturer Associations*

The lecturer associations referred to here are professional organizations in Indonesia based on specific study program fields. Each study program at STIBA Makassar has several faculty representatives who have joined these associations. STIBA Makassar has experienced several benefits from this involvement, including expanded faculty insights regarding study program management, opportunities for sharing experiences, and collaborations in the "Tridarma" of higher education. Consequently, all study programs at STIBA Makassar have shown better growth compared to previous periods. For instance, the Comparative Schools of Law (PM) program, which was slow to join its respective association, initially experienced sluggish development; however, after joining, the management of the PM program improved significantly. Similarly, other study programs that joined their respective associations from the outset have demonstrated consistent progress.

Through these associations, STIBA lecturers are no longer confined within internal institutional narratives but are instead engaged in national and international standardization. This involvement helps overcome the academic marginalization often experienced by small private institutions. By joining these associations, faculty agency is strengthened, allowing lecturers to participate in determining the direction of curriculum development and higher education policy at a macro level. The case of the PM study program proves that delays in joining such networks result in situational blindness toward evolving quality standards.

2.7 *Development of Lecturer Workload (BKD) Guidelines*

BKD (Beban Kerja Dosen) is a lecturer performance report that encompasses components of education, research, community service, and supporting activities of the "Tridarma," as well as additional duties within a specific period. BKD must be reported every semester at the assigned higher education institution. Reporting regulations stipulate a minimum workload equivalent to 12 credits (SKS) and a maximum of 16 credits.²⁵

STIBA Makassar has developed BKD guidelines that refer to national regulations, which are scheduled for socialization in the upcoming semester. Currently, faculty awareness regarding BKD reporting remains low, characterized by a lack of initiative in preparing the Lecturer Performance Report (LKD), which necessitates personal assistance from the human resources department. Furthermore, no lecturers yet possess a technical understanding of BKD calculation. Consequently, intensive training regarding the preparation of the Lecturer Work Plan (RKD) and LKD is required. This represents a strategic step toward enabling faculty members to independently map their teaching, research, community service, and supporting activities while ensuring that all such endeavors align with their academic linearity.

The low level of independent reporting awareness among STIBA faculty indicates a subconscious resistance to a system perceived as an additional burden beyond teaching duties. Theoretically, if BKD is understood solely as an administrative obligation, professional alienation occurs, wherein lecturers lose the intrinsic meaning of their "Tridarma" activities. However, through the planned BKD preparation training, STIBA is actually attempting to cross boundaries by shifting faculty perception—moving from

²⁵ Kemendikbud RI, "Keputusan Dirjen DIKTI Nomor 12 Tahun 2021 Tentang Pedoman Operasional Beban Kerja Dosen," *Keputusan Dirjen Dikti*, 2021.

viewing BKD as a bureaucratic control tool to seeing it as a self-management tool that supports academic linearity and career development.

When compared to the findings of Nugraha and Sudiyono concerning the importance of continuous mentoring in academic information systems.²⁶ The failure of faculty independence at STIBA is caused by the absence of a user-friendly reporting system and a lack of uniform regulatory literacy. An explanation of this condition suggests that providing guidelines alone is insufficient. Human resource management at STIBA Makassar needs to shift from a model of strict supervision toward digital empowerment. The planned training must demonstrate that BKD is not merely an institutional audit instrument, but a roadmap for lecturers to achieve higher functional ranks in a planned and systematic manner.

2.8 *Mentoring for Academic Rank and Functional Promotion*

STIBA Makassar is committed to developing human resource quality through assistance in applying for the National Lecturer Identification Number (NIDN) as the starting point of a professional academic career. Currently, 84 lecturers have obtained an NIDN through selection and mentoring processes tailored to the needs of each study program. Beyond facilitating NIDN acquisition for new faculty, the institution actively provides guidance for academic rank advancement and promotion to ensure the sustainability of faculty career progress at the national level.

One measurement of a higher education institution's quality is the caliber of its faculty, which is evidenced by their educational attainment and academic rank. The minimum requirement for a lecturer is a Master's degree; furthermore, existing regulations mandate that a lecturer must hold a minimum academic rank of Assistant Professor (Asisten Ahli) with a Grade/Rank of III/b. Subsequently, lecturers are expected to pursue doctoral studies to advance to the ranks of Associate Professor (Lektor Kepala) or Professor (Guru Besar), as these positions require a doctorate and publications in reputable international journals.²⁷

In general, academic rank regulations are designed to optimize faculty functions, ensuring measurable and high-quality performance in line with international competition. An increase in the number of doctors and high academic ranks, accompanied by growth in reputable international journal publications and patents, will render a university high-quality and productive.²⁸

To date, no faculty member at STIBA Makassar has achieved the rank of Associate Professor; the majority remain at the Assistant Professor and Senior Lecturer (Lektor) levels. The primary identified constraints include a lack of personal career planning, limited faculty insight regarding academic rank procedures, and suboptimal management support in course mapping and policy socialization. Additionally, low

²⁶ Nugraha dan Sudiyono., "Pelatihan Dan Pendampingan Pembuatan Media Pembelajaran Interaktif Menggunakan Autoplay Media Studio Bagi Guru-Guru SDN Merjosari 1," *Jurnal Terapan Abdimas* 3, no. 2 (2018): 182–87.

²⁷ Lilis Setyowati, Zaky Machmuddah, and Desy Herma Fauza, "Pentingnya Jabatan Fungsional Dosen Untuk Meningkatkan Karier Dosen," *Jurnal Sains Manajemen* 4, no. 1 (2018): 12–20, <https://e-jurnal.lppmunsera.org/index.php/SM/article/view/652/641>.

²⁸ Lilis Setyowati, Zaky Machmuddah, and Desy Herma Fauza, "Pentingnya Jabatan Fungsional Dosen Untuk Meningkatkan Karier Dosen," *Jurnal Sains Manajemen* 4, no. 1 (2018): 12–20, <https://e-jurnal.lppmunsera.org/index.php/SM/article/view/652/641>.

research productivity serves as a significant inhibiting factor.²⁹ Given that academic rank is a benchmark for institutional quality, STIBA Makassar must urgently formulate strengthening strategies through official socialization, simplification of administrative procedures, and more systematic research support to accelerate faculty careers toward Associate Professor and Professor ranks.

The explanation for this stagnation lies in the lack of integration between the workload system (BKD) and academic rank targets. In contrast to more established institutions in human resource management, STIBA remains reactive. To rectify this condition, STIBA must shift from an administrative assistance model toward target-based mentoring, where each lecturer possesses a career roadmap that is periodically monitored by program and institutional leaders.

2.9 *Establishment of Lecturer Consortia*

STIBA Makassar has established faculty scientific consortiums (Aqşam Mudarrisin) that categorize lecturers based on their competencies, such as Fiqh, Akidah, and Qur'anic Studies. Although these groups possess legal standing through the Chairman's Decree, their strategic roles in developing Semester Learning Plans (RPS), creating modules, and conducting collaborative research have not yet functioned optimally. The primary constraints include a lack of institutional monitoring, faculty passivity, and the absence of a reward system for active consortiums. Given their vital role in enhancing both individual and institutional quality, STIBA Makassar must provide serious attention through strengthened supervision and the provision of incentives to motivate faculty in revitalizing this collective ecosystem.

The faculty consortium was established as a forum for lecturers to develop expertise according to their competencies. Furthermore, it is intended to ensure that scientific activities are conducted more effectively while upholding academic freedom, scientific autonomy, and the institution's national and religious values. The scientific consortium also aims to enhance the professionalism of lecturers as educators and scholars, develop individual and group potential in education, research, and community service, and serve as a reference for leadership in making faculty assignment policies based on expertise. Through these consortiums, lecturers can professionally develop their fields of study and focus on research areas that align with their expertise in an accountable manner.³⁰

Ideally, the faculty consortium should function as a "third space" that enables cross-boundary individual collaboration. The functional failure of this system at STIBA indicates a hurdle in the collective agency of the faculty. Without a reward system, lecturers tend to remain within their respective professional isolation. Managerially, these consortiums have not yet evolved from formal groups into high-performance teams due to a lack of motivational intervention and quality control from top management.

The explanation for this ineffectiveness is a management assumption that the mere formation of a structure (decree) will automatically be followed by activity, without considering the necessity of a collaborative culture. In contrast to institutions advanced in human resource development, they utilize consortiums as a basis for performance evaluation. STIBA Makassar needs to integrate active participation in these consortiums into the faculty point or reward system to resolve these institutional constraints.

²⁹ Siregar, "Pengaruh Reward Terhadap Kinerja Dosen Perguruan Tinggi Swasta Labuhan Batu." 2020.

³⁰ Edi Gunawan et al., "Pedoman Konsorsium Keilmuan Iain Manado," 2023.

2.10 Mentoring for Lecturer Certification (Serdos)

Based on the interview results, it was found that STIBA Makassar currently has 21 certified lecturers out of a total of 84. This indicates that the number of lecturers who have obtained professional certification remains low. One of the primary causes is the limited certification quota allocated to STIBA Makassar by the Ministry of Religious Affairs. However, this year STIBA Makassar received a quota for 6 people, whereas previously it was only 1 or 2 people per year. Under the new regulation, where certification eligibility is determined directly by the central government, STIBA Makassar lecturers are expected to complete their reporting every semester through their respective accounts. This is because the new regulation assesses lecturer eligibility directly through the Integrated Resource Information System, known as SISTER.

Lecturers are no longer evaluated through direct observation or local recommendations, but through data interpreted by central system algorithms. This creates a challenge for faculty agency, as lecturers who are academically proficient but possess weak digital administrative literacy risk being marginalized. From a managerial perspective, professional certification (Serdos) is no longer merely a reward for years of service, but a result of sustained digital accountability.

Compared to the previous manual system which relied on campus-proposed quotas, this new regulation is more meritocratic yet demands high transparency. The explanation for the previously low number of certified lecturers at STIBA Makassar indicates a dependency on external policies. Moving forward, however, failures in achieving certification will be regarded as a managerial failure in overseeing SISTER literacy. STIBA Makassar must shift from merely waiting for quotas to accelerating systemic eligibility. Management must ensure that these 84 lecturers are not only teaching but also possessing data that meets certification standards systemically. The success of securing 6 slots in 2024 should be utilized as momentum to conduct a mass data audit of faculty SISTER accounts to ensure that future certification opportunities are not squandered due to technical administrative constraints.

2.11 Constraints and Challenges in Lecturer Quality Development at STIBA Makassar

2.11.1 Constraints and Challenges in the Teaching Domain

Based on field findings, STIBA Makassar faces the challenge of a teaching workload that exceeds the ideal standard of 12 credits (overload), which results in a lack of time for faculty research and self-development. Furthermore, the proportion of doctoral-qualified lecturers has only reached approximately 5%, far below the ideal ratio for "Excellent" accreditation. From the perspective of Herzberg's Two-Factor Theory, an extreme workload serves as a dissatisfier (hygiene factor) that, if left unaddressed, will stifle the intrinsic motivation of the faculty. Critically, referring to Behari-Leak, this condition creates a structural boundary that hinders faculty agency in crossing the role from mere instructors to researchers. Compared to the standards of top-tier universities which require at least 50% doctoral-qualified faculty, STIBA remains in a transitional phase that necessitates managerial engineering in advanced study funding and teaching load redistribution.

2.11.2 Constraints and Challenges in the Research Domain

Findings indicate that although P3M has implemented various faculty development programs in the field of research, budget constraints and partnership

bureaucracy remain the primary obstacles to international collaborative research. Theoretically, these limitations reflect a weakness in relational capital within the organizational management. When compared to a proactive research management model, STIBA Makassar tends to remain reactive toward external opportunities. An explanation of these constraints suggests that without innovative incentive policies, faculty members will continue to perceive research as an administrative burden rather than a professional necessity for scientific existence on the global stage.

2.11.3 Constraints and Challenges in Leadership Academic Supervision

Observations indicate that academic supervision at STIBA Makassar has not yet functioned effectively. Supervision is often narrowly understood as an audit of errors rather than technical assistance for enhancing pedagogical competence, as mandated by Government Regulation (PP) No. 19 of 2005. Based on Instructional Leadership Theory, leaders should serve as facilitators of growth. A comparison with institutions that possess established Internal Quality Assurance Systems (SPMI) suggests that STIBA needs to transform the roles of the Vice Chairman for Academic Affairs and the Heads of Study Programs from mere administrative managers into academic mentors capable of clinically analyzing the professional needs of the faculty.

2.11.4 Constraints and Challenges in Lecturer Consortia

A gap exists between formal legality (the existence of the Consortium Decree) and the reality of field productivity, which remains passive due to a lack of monitoring and appreciation. Theoretically, a consortium is a form of Community of Practice that requires routine interaction to generate collective knowledge. However, at STIBA Makassar, the consortium has not yet evolved into a dynamic third space. Compared to expertise groups in major universities, the consortium at STIBA still lacks strategic incentives. Without integrating consortium performance into the reward system, these groups risk becoming a "structure without function," leading to stagnation.

2.11.5 Managerial and Technical Constraints

Faculty time management has become a crucial technical constraint due to extensive involvement in various institutional activities beyond teaching. Findings reveal a lack of synchronization and communication between the academic affairs, human resources, and P3M departments. From a managerial perspective, this indicates that the principles of delegation and the determination of strategic priorities within organizational targets have not been optimized. A comparison with modern human resource management principles suggests that STIBA Makassar requires an integrated management information system to map workloads in real-time. Such a system is essential to avoid schedule conflicts that diminish the overall quality of faculty performance.

2.11.6 Budgetary Constraints and Challenges

As a private higher education institution, STIBA Makassar maintains a high dependency on tuition fees, which directly constrains the budgetary flexibility for doctoral scholarships and research incentives. Based on Human Capital Theory, this financial limitation serves as an access barrier to the growth of the institution's intellectual assets. In contrast to public universities that receive full state support, STIBA Makassar faces a dilemma between cost efficiency and quality investment. An

explanation of this challenge demands that the institution become more creative in seeking external funding or productive *waqf* (endowments) to finance the acceleration of faculty qualifications.

2.11.7 Constraints and Challenges in Lecturer Career Mentoring and Development

Final findings indicate a stagnation of faculty academic ranks at the Senior Lecturer (*Lektor*) level and low motivation in BKD reporting through the SISTER system. This is caused by a lack of procedural literacy and systemic support from leadership. Critically, this reflects the phenomenon of Digital Bordering, where faculty members who are not adaptive to digital systems risk being marginalized from national career pathways. Compared to campuses that possess a dedicated Career Development Center for faculty, STIBA Makassar still requires the strengthening of its human resources department to provide intensive mentoring, ensuring that faculty career profiles align with national higher education quality standards.

3. CONCLUSION

This study concludes that faculty development management at STIBA Makassar constitutes a strategic agenda and serves as a foundational driver for accelerating the quality of the *Tridarma* of higher education. Despite strong institutional commitment, the effectiveness of its implementation remains fragmented, primarily due to the tension between academic idealism and managerial realities. Substantively, three key dimensions emerge from the analysis. First, structural and managerial constraints—examined through the lens of Human Resource Development (HRD) Theory—indicate that competence development initiatives have not reached optimal outcomes due to budgetary limitations and disproportionate teaching workloads. This condition is further exacerbated by weak systemic integration, whereby excessive teaching responsibilities function as a “dissatisfier” within Herzberg’s Motivation Theory, thereby suppressing intrinsic motivation for professional advancement. Second, career stagnation and a weak research culture are closely linked to the absence of an endowment fund and a clearly articulated, target-oriented career roadmap. The persistent stagnation at the Senior Lecturer (*Lektor*) level reflects a misalignment between individual academic aspirations and institutional intellectual capital development. Third, the dynamics of regulatory adaptation underscore the urgency of a paradigm shift toward digital empowerment. Inadequate engagement with national academic systems such as SISTER risks producing a form of “digital bordering,” which may isolate the institution from nationally standardized quality assurance mechanisms.

As a theoretical contribution, this study advances the argument that faculty development within pesantren-based Islamic higher education necessitates a hybrid management model—one that integrates Islamic Educational Organization Theory, particularly the values of *amanah* and *mujāhadah*, with contemporary principles of professional accountability and performance management. Practically, the findings suggest that STIBA Makassar should undertake strategic policy engineering through workload redistribution, the establishment of sustainable funding mechanisms, and the optimization of scientific consortiums as Communities of Practice.

Nevertheless, this study is not without limitations. First, its focus on a single pesantren-based institution limits the generalizability of the findings to other higher education contexts. Second, the qualitative case study design, while enabling an in-depth exploration of managerial dynamics, relies on interpretive analysis that may be

influenced by researcher subjectivity and the perspectives of selected informants. Third, the use of self-reported data introduces the possibility of participant bias, particularly in relation to institutional commitment and policy effectiveness. To address these limitations, future research is encouraged to conduct comparative studies across multiple pesantren-based Islamic higher education institutions to identify broader structural patterns, particularly regarding digital adaptation and “digital bordering.” Additionally, quantitative or mixed-method approaches are recommended to statistically assess the impact of incentive structures on research productivity. Longitudinal studies would also be valuable in evaluating the long-term effectiveness of career mentoring and faculty development policies in fostering sustainable institutional excellence.

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