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Human Resource Management Strategies for Lecturer Performance Development in Higher Education Institutions

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Abstract. This study aims to analyze human resource management strategies for lecturer performance development in higher education institutions, focusing on the case of UIN Raden Mas Said Surakarta, Indonesia. Effective human resource management is essential for supporting lecturers' professionalism, academic productivity, and institutional performance. This study employed a qualitative case study approach. Data were collected through in-depth interviews, observation, and document analysis, with informants selected purposively based on their relevance to the research objectives. The data were analyzed thematically to identify management strategies, implementation challenges, and opportunities for lecturer performance development. The findings indicate that lecturer performance development requires an integrated human resource management strategy encompassing effective academic governance, continuous professional development, performance-based incentives, periodic monitoring and evaluation, and the strengthening of academic culture and scientific collaboration. However, implementation faces challenges related to coordination, information system integration, incentive transparency, and outcome-oriented performance evaluation. These findings highlight the importance of aligning human resource management policies with institutional objectives and lecturers' professional needs. This study provides practical insights for higher education institutions seeking to develop more responsive, accountable, and sustainable human resource management strategies to support lecturer performance.

Keywords: Academic Governance; Higher Education Institutions; Human Resource Management; Lecturer Performance; Professional Development.

1. INTRODUCTION

Higher education institutions are increasingly expected to improve academic quality, strengthen research productivity, and contribute to social development (Nova Hari Santhi & Salmi Yuniar Bahri, 2025). Meeting these expectations depends substantially on the performance of lecturers, whose responsibilities encompass teaching, research, and community service. Lecturer performance is therefore not merely an individual achievement but also an important indicator of institutional capacity and academic development (Supangat & Delastri, 2023) . In this context, human resource management (HRM) plays a strategic role in ensuring that lecturers receive appropriate professional support, development opportunities, performance feedback, and organizational recognition (Zaki Rahman et al., 2025). Effective HRM strategies are essential for aligning lecturers' professional responsibilities with institutional objectives and for fostering sustainable improvements in higher education quality.

Lecturer performance is shaped by the interaction of individual competencies and organizational conditions. Professional knowledge, motivation, and commitment are important, but their contribution to performance may depend on leadership, workload arrangements, access to resources, institutional policies, and the academic working environment. Najwa (Najwa et al., 2023) examined the relationship between researchers' publication performance and their working environment, demonstrating the relevance of

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organizational conditions to academic productivity. Wartono (Wartono, 2023) discussed HRM strategies for improving lecturer performance, while Arwil (Arwildayanto, 2012) examined strategic performance development as a means of increasing lecturer productivity. More recent research has also explored lecturer performance through systematic reviews and examined the roles of work environment and motivation (Hijrasil et al., 2023) .These studies provide a foundation for understanding lecturer performance as a multidimensional issue requiring attention to both individual and institutional factors.

Despite these contributions, the practical integration of HRM strategies for lecturer performance development remains an important area for contextual investigation. Research focusing on particular factors, such as motivation, working conditions, or publication productivity, does not necessarily explain how academic governance, continuous professional development, performance-based incentives, monitoring and evaluation, and academic collaboration are coordinated within an institution (Widiani, 2018) . Understanding these processes requires examining how management policies are implemented, how institutional actors respond to them, and what challenges influence their effectiveness. A qualitative case study can provide insights into these organizational processes that may not be fully captured by studies emphasizing relationships among variables or broad literature synthesis.

UIN Raden Mas Said Surakarta provides the institutional context for this study. As a state Islamic higher education institution, it must support lecturers' professional development while advancing the three pillars of higher education: education and teaching, research, and community service. The development of lecturer performance consequently requires management strategies that connect institutional priorities with lecturers' professional needs. Issues involving coordination, information systems, incentive transparency, and outcome-oriented evaluation are relevant to understanding implementation challenges, provided that they are substantiated by empirical evidence from the institution. Examining these issues can help clarify how HRM strategies operate in practice and how they may be strengthened to support academic performance.

The contribution of this study lies in its integrated and context-sensitive examination of HRM strategies for lecturer performance development. Rather than examining performance as an isolated outcome, this study considers the relationships among academic governance, continuous professional development, performance-based incentives, periodic monitoring and evaluation, and the strengthening of academic culture and scientific collaboration. Its qualitative case study design enables an in-depth exploration of management practices, implementation challenges, and opportunities for institutional improvement. The study does

not assume that these individual management practices are entirely new; instead, it seeks to contribute a contextual understanding of how they are implemented and connected within a specific higher education institution.

Accordingly, this study aims to analyze human resource management strategies for lecturer performance development at UIN Raden Mas Said Surakarta, identify the challenges encountered in implementing these strategies, and explain their implications for HRM policy and practice in higher education institutions. The findings are expected to contribute to the discussion of strategic HRM in higher education and provide practical insights for developing more responsive, accountable, and sustainable approaches to lecturer performance development.

2. THEORETICAL REVIEW

Human Resource Management in Higher Education Institutions

Human resource management (HRM) is a strategic organizational function concerned with planning, developing, managing, and evaluating human resources to achieve institutional objectives. In higher education institutions, HRM extends beyond administrative personnel management to include the development of academic competencies, the improvement of professional performance, and the creation of an organizational environment that supports teaching, research, and community service (Mesiono et al., 2024) . Lecturers represent a critical institutional resource because their professional capabilities and academic contributions directly influence educational quality and institutional development.

Strategic HRM emphasizes the alignment between human resource policies and organizational goals. Within higher education, this alignment can be achieved through systematic workforce planning, competency development, performance appraisal, professional recognition, and institutional support (Rinonce et al., 2026) . These practices should operate as an integrated system rather than as isolated administrative activities (Widiani et al., 2023) . Effective HRM therefore requires institutions to understand lecturers' professional needs while ensuring that individual development contributes to broader academic priorities.

Nomin discusses HRM strategies in relation to improving lecturer performance in higher education. This perspective provides a basis for examining how management practices can support lecturers' professional responsibilities and institutional performance (Nomin et al., 2025). Accordingly, this study conceptualizes HRM as a strategic process through which institutional policies, professional development opportunities, performance management, and

organizational support are coordinated to facilitate lecturer performance development (Novitasari & Asbari, 2024) .

Lecturer Performance Development

Lecturer performance refers to the execution and quality of academic responsibilities, particularly education and teaching, research, and community service (Handayani & Hidayat, 2024). Performance development involves systematic efforts to strengthen lecturers' competencies, improve the quality of their work, and support continuous professional growth (Apriliansyah, 2022) . It is therefore broader than the achievement of performance targets within a particular assessment period.

Lecturer performance development requires attention to both performance outcomes and the processes that produce them (Asmadi et al., 2024) . Academic publications, teaching responsibilities, research activities, and community engagement may serve as indicators of academic contribution, but their interpretation should consider institutional expectations, available resources, and the quality of the work performed (Arif Bulan, 2023). A comprehensive approach should also recognize professional learning, collaboration, and the development of academic capacity.

Arwildayanto (Arwildayanto, 2012), through an extensive systematic literature review, examine lecturer performance as a subject of research in human resource management. Their work provides a relevant foundation for understanding the breadth of factors associated with lecturer performance. Meanwhile, Arnas (Arnas et al., 2024) discusses a strategic performance development model intended to increase lecturer productivity in private higher education institutions. These studies support the importance of examining performance development as a management concern rather than treating it solely as an individual responsibility (Wahyoedi et al., 2024) .

In this study, lecturer performance development is understood as a continuing institutional process involving professional capacity building, performance support, evaluation, and opportunities for improvement. This conceptualization enables the analysis to consider not only the strategies adopted by an institution but also the challenges encountered in implementing them.

Professional Development and Academic Productivity

Professional development is an essential component of HRM because lecturers must continuously strengthen their knowledge, pedagogical competencies, research capabilities, and professional skills (Yulisma et al., 2023). Changes in educational practices, research expectations, digital technologies, and academic standards require institutions to provide

opportunities for continuing professional learning. Such opportunities may include training, workshops, mentoring, research collaboration, academic networking, and support for scholarly publication.

Professional development is most effective when it responds to actual competency needs and is connected to institutional objectives (Apriliansyah, 2022) . Training activities that are not followed by appropriate support or opportunities to apply new knowledge may have limited effects on academic practice. Consequently, professional development should be accompanied by institutional facilitation, access to resources, and evaluation of its contribution to professional growth.

Aboagye et al. (2021) examine the association between publication performance and the work environment of university research academics through a systematic review. Their study provides a relevant perspective on the relationship between academic productivity and organizational conditions (Supangat & Delastri, 2023). The implication for HRM is that research productivity should not be approached exclusively as an individual obligation; institutions also need to consider the working environment and support mechanisms that enable academics to conduct and disseminate research.

Zaki Rahman (Zaki Rahman et al., 2025) address the relationship between HRM and lecturers' professional performance, including the moderating role of continuing professional development. This perspective reinforces the relevance of examining professional development within broader HRM arrangements (Sanda et al., 2022) . In the present study, professional development is therefore considered alongside academic governance, performance evaluation, and organizational support to understand how these elements contribute to lecturer performance development.

Performance Evaluation, Incentives, and Organizational Support

Performance evaluation is a management mechanism for assessing the fulfilment of professional responsibilities, identifying development needs, and informing institutional decisions (Dinata et al., 2026). In higher education, evaluation can provide information about lecturers' teaching, research, community service, and other academic contributions (Iwan Siswanto, 2025) . However, evaluation should not be limited to administrative reporting. It should also provide constructive feedback and guide decisions regarding professional development, recognition, and performance improvement.

An effective evaluation system requires clear criteria, consistent implementation, transparency, and appropriate follow-up. When evaluation results are disconnected from professional development or institutional support, their contribution to performance

improvement may be limited (Maret et al., 2025) . Conversely, evaluation can become a developmental instrument when it identifies areas for improvement and informs targeted interventions.

Incentives and organizational support are also relevant to performance management. Recognition of achievement, access to research resources, opportunities for career development, and fair reward mechanisms can form part of an institutional strategy to encourage academic contribution (Najwa et al., 2023) . Nevertheless, incentive systems need to be transparent and aligned with institutional objectives. If criteria are unclear or perceived as inconsistent, incentives may not provide the intended support for professional commitment and performance.

(Wartono, 2023) examine lecturer performance behaviour through a systematic literature review focusing on the roles of work environment and motivation. Their study offers a relevant basis for considering how organizational conditions and motivational factors relate to lecturer performance. In this research, performance evaluation, incentives, and organizational support are treated as interconnected management practices whose implementation needs to be examined within the institutional context.

Academic Governance and Organizational Culture

Academic governance refers to the institutional structures, policies, procedures, and decision-making practices through which academic activities are managed (Najm et al., 2022). Effective academic governance supports the coordination of teaching, research, community service, and professional development (Jarne-Jarne et al., 2022) . It also establishes the responsibilities of institutional units and provides a framework for monitoring performance and implementing improvement strategies.

Within HRM, academic governance is important because lecturer performance development requires coordination between institutional priorities and individual professional needs (Tadesse Bogale & Debela, 2024). Clear responsibilities, effective communication, and consistent policies can help ensure that development initiatives are implemented systematically (Bhardwaj, 2022). In contrast, fragmented coordination or inadequate information systems may complicate the implementation and monitoring of performance development strategies.

Organizational culture further shapes how management policies are understood and enacted (Bhardwaj, 2022). A strong academic culture can encourage collegial learning, research collaboration, knowledge sharing, professional responsibility, and continuous improvement. These practices are particularly relevant in higher education, where academic work often depends on collaboration and the exchange of knowledge (Amaliyah et al., 2025) .

For this reason, academic governance and organizational culture are considered important contextual dimensions of HRM. This study examines how governance arrangements and academic culture interact with professional development, performance evaluation, and institutional support in the development of lecturer performance at UIN Raden Mas Said Surakarta.

Previous Research and the Research Gap

Previous studies provide several foundations for understanding HRM and lecturer performance. Aboagye et al. (2021) examine the relationship between researchers' publication performance and their work environment. Muhamad (2023) discusses HRM strategies for improving lecturer performance in higher education, while Irnawati (2023) examines a strategic performance development model aimed at increasing lecturer productivity. Wahjudi et al. (2024) provide an extensive review of lecturer performance research, and Rini et al. (2025) explore the role of work environment and motivation in lecturer performance behaviour. Wati et al. (2025) further consider HRM and lecturers' professional performance in relation to continuing professional development.

Taken together, these studies indicate that lecturer performance is associated with multiple dimensions of professional and organizational life . Nevertheless, the present study focuses on a complementary question: how are different HRM practices coordinated and implemented as part of lecturer performance development within a particular higher education institution? Specifically, it examines the relationship among academic governance, continuous professional development, performance-based incentives, monitoring and evaluation, organizational support, and academic collaboration.

The research gap addressed here is therefore contextual and process-oriented. Rather than claiming that previous studies have overlooked all these dimensions, this study investigates how they are implemented and connected in the institutional setting of UIN Raden Mas Said Surakarta. Its qualitative case study approach is intended to provide an in-depth understanding of management practices, implementation challenges, and opportunities for institutional improvement.

3. RESEARCH METHODS

This study employed a qualitative case study design to examine human resource management strategies for lecturer performance development at UIN Raden Mas Said Surakarta, Indonesia. The study focused on the formulation, implementation, and evaluation of strategies intended to improve lecturer performance, as well as the internal and external factors influencing their implementation.

Data collection was conducted from October to December 2023. Informants were selected purposively based on their institutional roles and knowledge of lecturer performance management. They included university leaders, representatives of the Quality Assurance Institute (LPM) and the Institute for Research and Community Service (LP2M), deans, heads of relevant units, and permanent lecturers. Data were collected through in-depth interviews, observation, and document analysis. Interviews explored participants' experiences and perspectives, observations provided contextual information about institutional practices, and document analysis examined relevant institutional records and reports.

Data analysis followed an interactive process comprising data collection, data condensation, data display, and conclusion drawing and verification (Sugiyono, 2021). The analysis involved organizing the evidence, identifying recurring themes, comparing information across sources, and interpreting the findings in relation to the research objectives. The main analytical themes concerned academic governance, professional development, performance-based incentives, monitoring and evaluation, and academic culture and scientific collaboration.

To strengthen the trustworthiness of the findings, the study considered credibility, transferability, dependability, and confirmability (Sugiyono, 2020). Credibility was addressed by comparing evidence from interviews, observations, and documents. Providing contextual descriptions supports readers in assessing the transferability of the findings, while documenting the research procedures supports dependability. Confirmability was addressed by grounding interpretations in the collected evidence rather than relying solely on the researcher's assumptions.

The numerical percentages presented in the findings are descriptive figures reported in the dissertation from institutional evaluation records and questionnaire data (Moleong, 2014) . They are included to provide context for interpreting the qualitative findings and are not treated as results of a separate statistical analysis. Because the available reported tables do not consistently specify the denominator, response rate, or full sampling details, these figures must be interpreted cautiously. They are not used to establish statistical representativeness or causal

relationships. The findings are therefore interpreted in conjunction with interview accounts and documentary evidence.

4. RESULT AND DISCUSSION

Strategy Formulation for Lecturer Performance Improvement

The findings show that lecturer performance improvement at UIN Raden Mas Said Surakarta was implemented through a systematic and collaborative management process. The formulation and implementation of strategies involved university leadership and supporting institutional units, including the Quality Assurance Institute (LPM), the Institute for Research and Community Service (LP2M), faculties, and other relevant administrative units. Institutional planning, performance reports, internal quality audits, and evaluation meetings provided a basis for identifying development priorities.

Five principal strategies were identified: strengthening academic governance, continuous professional development and training, performance-based incentives and rewards, periodic monitoring and evaluation, and strengthening academic culture and scientific collaboration. These strategies were intended to support lecturers in fulfilling the Tri Dharma of Higher Education, comprising education and teaching, research, and community service. Table 1 summarizes the five strategies and their principal implementation activities.

Table 1. Summary of Lecturer Performance Improvement Strategies.

Strategic dimension	Implementation focus	Supporting systems or activities
Academic governance	Academic planning, regulation, and institutional quality assurance	Strategic planning, SPMI, PPEPP, SISTER, and SIAKAD
Continuous professional development	Training, workshops, competence development, and mentoring	Professional training, writing clinics, proposal assistance, and academic mentoring
Performance-based incentives and rewards	Recognition of publication, research, community service, and academic achievements	Institutional incentive schemes and performance verification
Periodic monitoring and evaluation	Lecturer workload monitoring and performance review	SiBekade, E-KIN, SISTER, and performance reports
Academic culture and scientific collaboration	Academic forums, research communities, writing support, and institutional collaboration	Lecturer forums, scientific writing clinics, and research partnerships

As shown in Table 1, lecturer performance improvement involved several interconnected management dimensions. Institutional governance provided the organizational framework, professional development supported lecturer competence, incentives offered recognition, monitoring and evaluation provided feedback, and academic collaboration created opportunities for shared learning and research. The strategies therefore need to be understood

as complementary elements of institutional human resource management rather than as separate administrative programs.

Strengthening Academic Governance

Strengthening academic governance was one of the principal strategies identified in the dissertation. Its implementation involved improving academic administration, structuring curriculum management, strengthening quality assurance, and utilizing digital systems to support institutional processes. The systems discussed in the dissertation include SiBekade, E-KIN, SISTER, and SIAKAD, which support different aspects of academic administration and performance management.

The evaluation of academic governance covered four aspects: academic administrative efficiency for lecturers, academic administrative efficiency for students, teaching and curriculum quality, and collaboration among faculties. The reported results are presented in Table 2.

Table 2. Evaluation Results of Academic Governance.

Evaluation aspect	Reported percentage
Academic administrative efficiency (lecturers)	70%
Academic administrative efficiency (students)	65%
Teaching and curriculum quality (lecturers)	80%
Interfaculty collaboration (lecturers)	60%

As presented in Table 2, teaching and curriculum quality recorded the highest reported percentage at 80%, followed by academic administrative efficiency among lecturers at 70%. Academic administrative efficiency among students reached 65%, while interfaculty collaboration recorded 60%. These figures indicate differences across the four evaluated aspects and identify interfaculty collaboration as an area requiring further improvement.

The reported percentages provide descriptive information about participants' assessments of academic governance rather than inferential evidence of institutional effectiveness. Teaching and curriculum quality recorded the highest reported percentage (80%), followed by academic administrative efficiency among lecturers (70%), academic administrative efficiency among students (65%), and interfaculty collaboration (60%). These differences identify areas that received relatively more positive or less positive assessments in the reported evaluation. However, because the available table does not specify the denominator and response rate for each indicator, the percentages should not be interpreted as representative estimates of the entire university population. The findings are therefore considered alongside qualitative evidence concerning administrative procedures, curriculum management, and coordination across faculties.

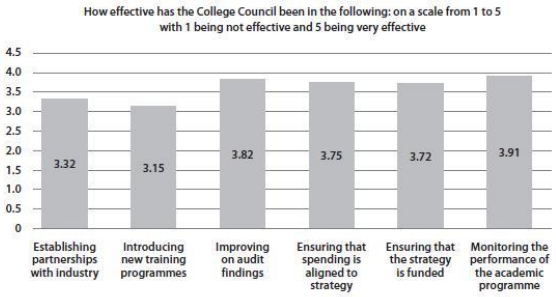


Figure 1. Evaluation Results of Academic Governance.

Figure 1 visualizes the relative results of the academic governance evaluation. The higher reported percentage for teaching and curriculum quality suggests a positive assessment of this aspect, whereas the lower percentage for interfaculty collaboration highlights the need to strengthen coordination across academic units. The dissertation describes obstacles involving lecturers' schedules, limited coordination, technological infrastructure, and the need for more structured forums for cross-faculty discussion.

These findings suggest that digitalization and structured academic management can support administrative efficiency and curriculum implementation. However, the availability of digital systems alone is insufficient to ensure effective governance. Institutional support, adequate infrastructure, clear coordination mechanisms, and opportunities for interfaculty communication remain necessary to strengthen the implementation of academic policies.

Continuous Professional Development and Training

Continuous professional development was identified as another important strategy for improving lecturer performance. The dissertation discusses professional training, workshops, mentoring, scientific writing support, proposal clinics, and assistance with research and publication activities. These activities were intended to strengthen lecturers' pedagogical and professional competencies and support their responsibilities in teaching, research, and community service.

The evaluation of professional development covered participation in training, perceived competence improvement, relevance of training, scheduling difficulties, and publication outcomes. The reported percentages are summarized in Table 3.

Table 3. Participation and Reported Outcomes of Professional Development.

Evaluation aspect	Reported percentage
Lecturers participating in training during the previous three years	85%
Lecturers reporting improved competence after training	78%
Training considered relevant to academic needs	72%
Lecturers experiencing scheduling difficulties between training and teaching	64%
Lecturers reporting successful publication after participating in training	60%

Table 3 shows that 85% of lecturers had participated in at least one form of professional training during the previous three years. Meanwhile, 78% reported improved competence after training, and 72% considered the training relevant to their academic needs. These results suggest that professional development was accessible to many lecturers and was perceived as beneficial by a substantial proportion of respondents.

However, 64% reported difficulties coordinating training schedules with teaching responsibilities. This finding highlights a practical challenge in implementing continuous professional development. Although training may provide opportunities to strengthen academic competence, competing teaching responsibilities can limit participation. Furthermore, 60% of lecturers reported successful publication after participating in training, indicating a reported outcome that should be interpreted in the context of the study's evaluation data rather than as proof that training alone caused publication success.

The findings suggest that professional development programs should be aligned with lecturers' needs and teaching schedules. Institutions also need to provide opportunities for lecturers to apply the knowledge and skills acquired through training. Writing clinics, research mentoring, and publication support may help connect training activities with academic outputs. Thus, professional development is best understood as a continuous process that combines training, practical application, and institutional support.

Performance-Based Incentives and Rewards

The dissertation identifies performance-based incentives and rewards as a strategy for recognizing lecturers' contributions to academic activities. The areas associated with recognition include scientific publications, intellectual property rights, research, and community service. Such incentives were intended to encourage lecturers to strengthen their academic contributions and align individual achievements with institutional objectives.

Nevertheless, the implementation of incentive policies requires clear criteria and transparent procedures. The dissertation identifies transparency in incentive allocation as an area requiring attention. This issue is important because the effectiveness of incentives depends not only on their availability but also on whether lecturers understand the assessment criteria and consider the process fair.

Performance-based rewards should therefore be connected to clear performance indicators, consistent verification, and transparent communication. Institutional evaluation should also recognize the diversity of lecturers' responsibilities, including teaching, research, and community service. A balanced incentive system can support accountability while reducing the risk of emphasizing only those outputs that are easiest to count.

The findings indicate that incentives should be integrated with other human resource management strategies. Recognition alone cannot address all barriers to performance if lecturers lack access to professional development, adequate academic resources, or opportunities for collaboration. Accordingly, incentives need to operate alongside effective governance, professional support, and constructive evaluation.

Periodic Monitoring and Evaluation

Periodic monitoring and evaluation were identified as important mechanisms for reviewing lecturer performance and informing institutional decisions. The dissertation discusses performance reports, lecturer workload documentation, internal quality audits, and the use of digital systems to support monitoring. These mechanisms were intended to provide information about academic activities and identify areas requiring further development.

Monitoring and evaluation are important not only for accountability but also for professional improvement. Performance information can help institutions identify development needs, review the implementation of policies, and determine whether support programs are addressing the challenges experienced by lecturers. However, the dissertation also identifies challenges related to information-system integration and the complexity of evaluating outcomes.

These challenges indicate that performance evaluation should distinguish between recorded activities and their academic outcomes. Participation in training, for example, does not automatically demonstrate improved teaching quality or research productivity. Evaluation therefore requires relevant indicators and appropriate supporting evidence. Clear reporting procedures and coordinated information systems can help institutions improve the consistency and usefulness of performance information.

The findings suggest that monitoring should be linked to feedback and follow-up action. Rather than functioning solely as an administrative control mechanism, evaluation should inform professional development, institutional support, and subsequent strategic adjustments.

Academic Culture and Scientific Collaboration

The dissertation also identifies academic culture and scientific collaboration as important dimensions of lecturer performance development. These efforts included academic forums, lecturer discussion groups, research collaboration, scientific writing support, and cooperation with other institutions. Such activities were intended to create opportunities for knowledge exchange, academic development, and collaborative research. The dissertation reports evaluation results concerning lecturers' perceptions of academic culture and collaboration. These results are presented in Table 4.

Table 4. Lecturer Perceptions of Academic Culture and Scientific Collaboration.

Evaluation aspect	Reported percentage
Lecturers considering the campus academic culture sufficiently strong	69%
Lecturers considering interfaculty scientific collaboration to be functioning well	63%
Lecturers involved in research collaboration with other institutions	57%
Lecturers reporting that academic culture supports research creativity	72%
Lecturers perceiving improvement in international cooperation	55%
Lecturers reporting that academic culture supports professional development	74%
Lecturers reporting that scientific collaboration supports teaching and learning	68%

The reported results suggest that academic culture was perceived as supportive of professional development (74%) and research creativity (72%). However, the reported figures for participation in research collaboration with other institutions (57%) and perceived improvement in international cooperation (55%) were comparatively lower. These descriptive results point to potential areas for institutional improvement, particularly in providing opportunities for collaboration and facilitating lecturers' participation. They should not be interpreted as evidence of causal relationships or generalized beyond the study context without further verification. The interview evidence provides additional context by describing the need to promote cross-faculty collaboration and strengthen cooperation with external institutions.

The results emphasize that academic culture is not merely an organizational attribute; it also concerns the opportunities lecturers have to exchange knowledge, develop research partnerships, and learn from colleagues. Institutional support is necessary to make these opportunities accessible and sustainable. Regular forums, structured collaboration programs, and support for joint research may help address the limitations identified in the study.

Internal and External Factors Influencing Lecturer Performance

The dissertation identifies internal and external factors that influence lecturer performance. Internal factors include lecturer competence, motivation, commitment, and adaptability. External factors include institutional support, leadership, incentives, professional development opportunities, academic climate, scientific collaboration, and digital technology.

This distinction indicates that lecturer performance is shaped by the interaction between individual capabilities and institutional conditions. Competence and commitment are important, but lecturers also require supportive management systems, opportunities for development, access to academic resources, and an environment that facilitates collaboration.

The findings therefore suggest that human resource management strategies should not rely exclusively on individual accountability. Institutions also need to improve the organizational conditions in which lecturers carry out their responsibilities. Digital systems, for example, may support performance administration, but their usefulness depends on infrastructure, integration, and the capacity of users to access and apply them effectively.

Integrated Discussion of Human Resource Management Strategies

Taken together, the findings show that lecturer performance development at UIN Raden Mas Said Surakarta involved five interconnected strategies: academic governance, continuous professional development, performance-based incentives, monitoring and evaluation, and academic culture and scientific collaboration. The strategies address different but related dimensions of human resource management.

Academic governance provides institutional direction and administrative support. Professional development strengthens lecturers' competencies, while incentives recognize academic contributions. Monitoring and evaluation provide information for accountability and improvement, and academic culture and collaboration create opportunities for knowledge exchange and collective scholarly activity.

At the same time, the evaluation data identify areas that require further attention. Interfaculty collaboration recorded 60% in the academic governance evaluation, while 64% of lecturers reported scheduling difficulties related to training. In the evaluation of academic culture and collaboration, 57% reported involvement in research collaboration with other institutions and 55% perceived improvement in international cooperation. These results point to practical challenges involving coordination, time, and opportunities for collaboration.

The overall findings suggest that effective lecturer performance management requires alignment between institutional planning, professional development, performance recognition, evaluation, and academic culture (Handayani & Hidayat, 2024) . The strategies should not be implemented in isolation; their contribution depends on how well they are coordinated and supported by institutional resources and leadership (Asmadi et al., 2024) .

The practical implication is that higher education institutions need to strengthen coordination across organizational units, improve the integration of performance information systems, communicate incentive criteria transparently, and provide more accessible opportunities for professional development and scientific collaboration. These priorities follow from the challenges reported in the dissertation. As a qualitative case study, the findings provide context-specific insights into the implementation of lecturer performance strategies

and should not be interpreted as statistical proof of causal relationships or automatically generalized to all higher education institutions.

5. CONCLUSION AND RECOMMENDATIONS

This study concludes that lecturer performance development at UIN Raden Mas Said Surakarta was supported by five interconnected human resource management strategies: strengthening academic governance, continuous professional development, performance-based incentives and rewards, periodic monitoring and evaluation, and strengthening academic culture and scientific collaboration. These strategies demonstrate that lecturer performance management requires an integrated institutional approach that connects academic policies, professional support, performance assessment, and opportunities for collaboration. However, the findings also identify challenges related to coordination, information-system integration, incentive transparency, training schedules, and cross-faculty collaboration. The reported evaluation results further indicate that these dimensions did not receive uniform assessments, highlighting the need for more targeted institutional improvement. Accordingly, higher education institutions should strengthen coordination among academic and administrative units, improve the integration and use of performance information systems, establish transparent incentive criteria, align professional development with lecturers' teaching responsibilities, and expand opportunities for collaborative research and academic exchange.

Several limitations should be considered when interpreting these findings. First, the study used a qualitative case study design focusing on one higher education institution; therefore, its findings offer context-specific insights rather than statistically generalizable conclusions. Second, the reported percentages were drawn from the source dissertation's institutional evaluation records and questionnaire data, but the available tables do not consistently provide the denominator, response rate, or complete sampling information. These figures should consequently be treated as descriptive indicators and interpreted alongside the qualitative evidence. Future research could compare lecturer performance management practices across multiple institutions, use longitudinal designs to examine changes over time, and provide more detailed reporting of survey samples and measurement procedures. Such research could further investigate how academic governance, professional development, incentives, and scientific collaboration relate to lecturer performance outcomes.

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