Indonesian Research Journal on Education

Web: https://irje.org/index.php/irje

e-ISSN: 2775 – 8672, p-ISSN: 2775 – 9482
Volume 5 Nomor 2 Tahun 2025
Halaman: 882 - 887

RESEARCH

Improving Lecturer Performance Human Resource Development to Achieve the Vision and Mission of Faculty of Economics and Business: Case Study of Tangerang Raya University

Aries Sundoro[1], Hariri[2], Novi Irwansyah[3], Unes Juhaeni[4], Lesna Purnawan[5]
University of Tangerang Raya, Indonesia

ariessundoro74@gmail.com[1], haririjuli73@gmail.com[2], nirwans@gmail.com[3], unesjuhaeni@untara.ac.id[4], lesnapurnawan@gmail.com[5]

Kata Kunci:
Kinerja Dosen, Sumber Daya Manusia, Visi dan Misi.

Abstrak

Penelitian ini bertujuan untuk menganalisis peningkatan kinerja dosen dengan fokus pada aspek pengukuran kinerja dan profesionalisme. Penelitian ini menggunakan pendekatan kualitatif untuk menggambarkan fenomena yang terjadi di lapangan. Teknik pengumpulan data meliputi triangulasi melalui wawancara mendalam dengan informan kunci, survei, observasi kejadian aktual di lapangan, dan studi dokumen, seperti foto, notulen rapat, video, dan konten media sosial lainnya untuk melengkapi data aktual. Kesimpulan menunjukkan bahwa kinerja dosen di Fakultas FEBI Universitas Tangerang Raya Tangerang dapat ditingkatkan dengan merekrut dosen tidak tetap yang berkualifikasi dan memiliki keahlian khusus di bidangnya. Upaya lain yang dilakukan adalah dengan memberikan pelatihan dan workshop bagi dosen FEBI, serta menerapkan sistem E-Learning untuk mendukung pengembangan sumber daya manusia yang selaras dengan visi dan misi universitas.

Key Word:
Lecturer Performance, Human Resources, Vision and Mission.

Abstract

This study aims to analyze the improvement of lecturers' performance, focusing on aspects of performance measurement and professionalism. The research uses a qualitative approach to depict the phenomena occurring in the field. Data collection techniques include triangulation through in-depth interviews with key informants, surveys, observation of actual events in the research field, and document studies, such as photographs, meeting notes, videos, and other social media content to supplement the actual data. The conclusion indicates that the performance of lecturers at the FEBI Faculty of Tangerang Raya University in Tangerang can be enhanced by recruiting qualified non-permanent lecturers with specialized skills in their fields. Other efforts include providing training and workshops for the FEBI lecturers, as well as implementing an E-Learning system to support the development of human resources aligned with the university's vision and mission.

Copyright © 2025 Aries Sundoro, Hariri, Novi Irwansyah, Unes Juhaeni, Lesna Purnawan
*This work is licensed under an **Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)***

INTRODUCTION

Education for life is a fundamental necessity for human development and the advancement of civilization. It is an essential requirement that must be met for the progress of a nation. Alongside this, education is a lifelong process. Without education, it is impossible for any group, whether national or otherwise, to live and develop in alignment with the aspirations and ideals of producing graduates or future leaders who are both advanced and prosperous. Higher education institutions play a crucial role in achieving this vision by fostering capable and virtuous leaders who contribute to society. Universities, as a key component in the higher education process, are vital for developing Human Resources, particularly in the form of faculty members (lecturers), along with other components that support the effective delivery of education Zamhari Yahya and Fitri Hidayah, (2016).

Efforts to improve the quality of higher education in Indonesia are necessary. This requires comprehensive improvements to the interconnected elements within it to create a balance between academic abilities (hard skills) and the mastery of soft skills. One of the most crucial factors in achieving these goals is the role of educators, specifically lecturers. Lecturers are expected to demonstrate good performance, and improving this performance requires motivation, adequate competence, strong leadership, and a supportive

e-ISSN: 2775 – 8672
p-ISSN: 2775 – 9482

working environment. Ahmad, C., & Amnah, Q. (2016).

According to the Indonesian Law No. 14 of 2005 on Teachers and Lecturers, it is stated in Chapter I that a lecturer is a professional educator and scientist with the main task of transforming, developing, and disseminating knowledge, technology, and art through education, research, and community service. Lecturer performance is a key factor in ensuring the quality management of higher education institutions. The performance of lecturers serves as a benchmark for the skills and proficiency of personnel in carrying out their duties and responsibilities, which can be evaluated through performance assessments. Wibowo. (2016b).

Kusana Candra Kirana and Ririn Tri Ratnasari argue that performance evaluation is an active process aimed at identifying areas for improvement. Performance measurement and evaluation include both tangible and intangible aspects. Tangible performance refers to observable, concrete outcomes such as how a lecturer teaches, while intangible performance includes aspects that cannot be seen directly, such as honesty, politeness, and leadership qualities. Yanni, D. J., & Ade, C. (2019).

The performance of lecturers in teaching is critical in ensuring quality management in higher education, as it reflects their abilities and skills in fulfilling their roles as educators and lecturers. Teaching methods and systems are especially important for graduates, particularly in the Faculty of Economics and Business (FEBI), to not only perform well academically but also to be capable of creating their own job opportunities and mastering fields of work. In this context, soft skills are essential. However, observations suggest that students often rely more on high academic performance (hard skills) to secure employment. Therefore, good lecturer performance is crucial for achieving a balance between hard and soft skills. This is why performance evaluations for lecturers in the FEBI Faculty of Tangerang Raya University Tangerang are necessary. Ahmadi, R. (2016).

The assessment of lecturer performance in teaching at FEBI is deemed essential in relation to achieving the Tri Dharma of Higher Education at Sheikh Yusuf Islamic University Tangerang. According to Law No. 12 of 2012 on Higher Education, Article 1, paragraph 9, the Tri Dharma of Higher Education refers to the obligation of higher education institutions to implement education, research, and community service. The successful achievement of the Tri Dharma in higher education is an indicator of the fulfillment of the vision and mission of the FEBI Faculty at Tangerang Raya University, which is "Leading and Innovative in the fields of economics and business with enthusiasm. Hamidi, D. Z. (2018).

Islamic Entrepreneurship 2030" is realized with the following mission: a) To provide access to and equitale distribution of high-quality higher education relevant to the needs of society in the field of Islamic economics and business; b) To organize high-quality higher education in Islamic economics and business to equip students with innovative academic and/or professional abilities and to foster an Islamic entrepreneurial spirit; c) To conduct research and community service in the field of Islamic economics and business based on innovative transdisciplinary knowledge with an Islamic entrepreneurial spirit; d) To improve institutional governance quality and expand collaboration networks in the field of Islamic economics and business.

METHOD

This research employs a qualitative research method, which focuses on collecting and analyzing data that cannot be quantified. Sugiyono. (2016). The data consists of words, images, and experiences. Below are the characteristics of qualitative research methods:

Characteristics of Qualitative Research Methods

a. Non-Numeric: The data collected is not in the form of numbers or quantitative measurements.
b. Descriptive: Qualitative research emphasizes the in-depth collection of descriptive data.
c. Non-Probabilistic: Qualitative research does not utilize probabilistic sampling techniques.
d. Flexible: Qualitative research allows researchers to modify or adjust the research design during the course of the study.

Types of Qualitative Research Methods

a. Case Study: Research that focuses on a deep investigation into a specific case or phenomenon.
b. Ethnographic Research: Research focused on the study of the culture and social life of a group or community.
c. Phenomenological Research: Research focused on the study of individual experiences and perceptions of a particular phenomenon or event.
d. Grounded Theory Research: Research aimed at developing theories based on the data that has been collected.

e-ISSN: 2775 – 8672
p-ISSN: 2775 – 9482

Stages of Qualitative Research

a. Research Design Development: The researcher develops a clear and detailed research design.
b. Data Collection: The researcher collects data using techniques such as interviews, observations, and document analysis.
c. Data Analysis: The researcher analyzes the collected data to identify patterns, themes, and relationships between variables.
d. Interpretation of Results: The researcher interprets the analysis results and draws conclusions based on the collected data.

Data Analysis

In qualitative data analysis, the process involves identifying, coding, and interpreting the qualitative data collected through methods like interviews, observations, and document analysis. Djama'an Satori & Aan Komariah, (2017), a) Content Analysis: Analyzing the content of the collected data to identify themes, patterns, and relationships between variables; b) Theme Analysis: Analyzing the emerging themes from the collected data; c) Narrative Analysis: Analyzing the narratives and stories gathered from informants to uncover meaning and implications; d) Phenomenological Analysis: Analyzing experiences gathered from informants to derive meaning and implications; e) Grounded Theory Analysis: Analyzing the collected data to develop theories based on the data.

RESULT AND DISCUSSION

Result

Lecturers at the Faculty of Economics and Islamic Business (FEBI) play a significant role in the student experience. They are not just knowledge providers but also key decision-makers regarding student graduation and the direction students take after completing their studies. Each student may have different assessments of the lecturers who teach them, but what is most important is the lecturer's competence in their teaching system. Allan, R. O. (2019).

At higher education institutions, particularly at the Tangerang Raya University Tangerang, Faculty of Economics and Islamic Business, the following details describe the educational staff:

No	Academic Level	Gender	Number
1	Professor	Male	1
2	Doctoral	Male	5
		Female	2
3	Master's	Male	10
		Female	7
Total			25

Based on this data, it can be concluded that the teaching staff at FEBI, Tangerang Raya University, meets the academic qualifications set out in Law No. 14 of 2005, Chapter V, Article 46, paragraph 2, which mandates that lecturers must have at least a Master's degree for undergraduate or diploma programs and a Doctorate for graduate programs. Zain, R., & Yuliana, A. T. R. D. (2017).

According to Donni Juni Priansa, some of the purposes of performance appraisal are: a) Performance improvement; b) Compensation adjustment; c) Placement decisions; d) Development and training needs; e) Career planning and development; f) Recruitment procedures; g) Job design errors (in teaching) and inaccurate information; h) Equal opportunity; i) External challenges; j) Feedback.

Furthermore, issues related to personal and professional competencies, such as lecturer discipline, indicate that some lecturers still arrive late, leaving students waiting without certainty about the class's start time. There are also lecturers with low attendance rates, which is an inefficient use of students' time and affects their success. Since the competence of lecturers directly impacts their performance, it's crucial that Tangerang Raya University Tangerang takes steps to improve lecturer performance in alignment with the university's vision and mission. Dedik, T. I. (2019).

Given the issues outlined above, the writer is motivated to conduct research titled: "Efforts to Improve Lecturer Performance in Human Resource Development to Support the Vision and Mission of the Faculty of Economics and Islamic Business." In English, performance is referred to as "job performance," "actual performance," or "level of performance," which denotes the level of success an employee achieves in completing their tasks. Performance is not an individual characteristic, such as talent or ability, but rather a manifestation of those traits. It is the tangible result of one's abilities. Kasmawati. (2019).

e-ISSN: 2775 – 8672
p-ISSN: 2775 – 9482

Performance refers to the output achieved by an employee in carrying out tasks and responsibilities assigned by the organization.

There are several approaches to performance measurement: a) Personality Trait Approach – measures leadership, initiative, and attitude; b) Behavioral Approach – measures feedback, ability, participation, and response; c) Results Approach – measures production capability, the ability to meet deadlines, and production/ability improvements.

Discussion

Aspects of Performance Measurement

a. Productivity: The ability to produce goods and services.
b. Quality: The ability to produce goods and services that meet quality standards.
c. Timeliness: The time required to produce goods and services.
d. Turnaround Time: The amount of time needed to produce goods and services.
e. Resource Utilization: The resources required to produce goods and services.
f. Cost: The costs associated with producing goods and services.

Performance is a multidimensional construct that encompasses many factors influencing it. In traditional performance systems, performance was typically linked only to personal factors, but in reality, performance is often influenced by other factors outside the individual, such as systems, situations, leadership, or teams. The individual performance evaluation process should be expanded to include the performance of teams and the effectiveness of their managers, as individual behavior reflects the behavior of group members and leadership. Motivation plays a crucial role in transforming workers' behavior. Devira, P. (2018).

Factors influencing individual performance include employees' capabilities, motivation, the support they receive, the nature of the work they do, and their relationship with the organization. Human Resource Development (HRD**)** can be understood as the preparation of employees to take on different or higher responsibilities within the organization. HRD is typically related to enhancing intellectual or emotional capabilities necessary for better job performance. HRD is based on the fact that employees require developing knowledge, skills, and abilities to perform their jobs effectively. HRD can be achieved through career development, education, and training. By implementing appropriate HRD practices, an organization's reliance on recruiting new employees will decrease. Donni Juni Priansa, (2017).

In the performance evaluation conducted in this study, the focus was on assessing the teaching performance of lecturers at the Faculty of Economics and Islamic Business (FEBI) at Sheikh Yusuf Islamic University Tangerang using several key indicators of the research process as follows:

Lecturer Performance Based on Pedagogical Competence

Lecturers' ability to actualize various potentials in students.

Lecturer Performance Based on Professional Competence

No	Professional Competence
1	Seriousness in preparing lectures
2	Organization and orderliness in lecture delivery
3	Classroom management skills
4	Discipline and adherence to academic rules
5	Mastery of teaching media and technology

Pedagogical Competence involves the lecturer's understanding of students, the design and implementation of teaching, assessment of learning, and the development of students. Professional Competence refers to the mastery of subject material both broadly and deeply, including knowledge of curriculum content and substance. Veithzal, R. Z. (2015).

Lecturer Performance Based on Personality Competence

No	Personality Competence
1	Charisma as a lecturer
2	Being a role model in attitude and behavior
3	Ability to control oneself in various situations

Personality Competence reflects personal qualities such as stability, maturity, wisdom, and authority. It involves being a model for students and displaying good morals.

Lecturer Performance Based on Social Competence

e-ISSN: 2775 – 8672
p-ISSN: 2775 – 9482

No	Social Competence
1	Ability to create community service projects
2	Providing training, counseling, and guidance to the community
3	Engaging in community service
4	Evaluating community service activities
5	Providing community services

Social Competence is the ability of lecturers to communicate and interact effectively with students, fellow educators, administrative staff, parents, and the local community.

CONCLUSION

Based on the research findings and the discussions in this study, the author draws several conclusions: 1) Lecturer Performance at FEBI, Tangerang Raya University, Based on Teaching Competence: a. Pedagogical Competence: a.1) FEBI lecturers are diligent in preparing their lectures; a.2) The organization and orderliness of lectures at FEBI run smoothly; a.3) FEBI lecturers have good classroom management skills in the teaching and learning process; a.4) There is some room for improvement in discipline and adherence to academic rules, as some lecturers are still late, absent, or reschedule classes without prior notice; a.5) FEBI lecturers' mastery of teaching media and technology needs further development, as many rely solely on traditional methods like lecturing and using whiteboards, without maximizing technological tools. 2) Professional Competence: a) Lecturers' Ability to Explain Course Topics. Lecturers at the FEBI Faculty are generally capable of explaining the main topics of their courses well. However, during the teaching process, the topics often expand beyond the core subject matter due to the lecture method, which sometimes leads to the discussion drifting into storytelling rather than staying focused on the main topic; b) Lecturers' Ability to Provide Examples of Discipline and Work Commitment. Lecturers at FEBI still need to improve in providing examples of discipline and work commitment to students. For instance, some lecturers do not demonstrate punctuality in the teaching process and fail to adhere to the academic schedules set for classes; c) Lecturers' Ability to Conduct Objective Assessments. Lecturers at FEBI are proficient in conducting assessments and evaluating students' academic performance in an objective manner, in accordance with the rules and regulations set by the FEBI Faculty and Tangerang Raya University; d) Lecturers' Professionalism. The lecturers at FEBI demonstrate a high level of professionalism, as all faculty members hold a Master's degree, and many of them also possess professional certification in their fields. 3) Personality Competence: a) Lecturer Authority Lecturers at FEBI have strong authority as individuals and are well-respected in their roles; b) Role Modeling for Students Lecturers at FEBI set a good example for students in terms of attitude and behavior while teaching; c) Self-Control in Various Situations Lecturers at FEBI are capable of managing themselves well in a variety of situations and conditions, displaying emotional intelligence and composure. 3) Efforts to Improve Lecturer Performance at FEBI to enhance the performance of lecturers and develop human resources to support the vision and mission of Tangerang Raya University, efforts have been made to recruit qualified full-time lecturers with specialized skills in their fields. Additional initiatives include organizing training sessions and workshops for FEBI lecturers and implementing an E-Learning system for teaching.

REFERENCES

Ahmad, C., & Amnah, Q. (2016). Formulating the Vision and Mission of Educational Institutions. *Scientific Journal SAINTIKOM Science and Computer*, 15(1), 53-68. Link to the article.

Ahmadi, R. (2016). Management of Lecturer Competency Development at STAI. *Luqman Al Hakim Journal*, 3(November), 31–48. PDF Download Link.

Aresteria, M. (2018). The Role of Internal Audits in Preventing Fraud in Higher Education. *Journal of Accounting, Economics, and Business Management*, 6(1), 45–53. Link to the article.

Dedik, T. I. (2019). Development of Competency-Based Human Resource Management to Improve the Performance of Employees and Lecturers at Indonesian Polytechnic Railways. *Dedik Tri Istiantara*, Program of Transportation Management, Indonesian Polytechnic.

Devira, P. (2018). Analysis of Recruitment, Selection, and Employee Placement Processes. *Business Administration Journal (JAB)*, 58(2), 9. PDF Download Link.

Djama'an Satori & Aan Komariah, (2017), *Research Methodology*, Alfabeta, Bandung

Donni Juni Priansa, (2017) *Human Resource Planning and Development*, Alfabeta, Bandung

Hamidi, D. Z. (2018). Analysis of the Number of Permanent Lecturers Needed in Higher Education. *Journal of Education Management*, 3(March), 10–18.

e-ISSN: 2775 – 8672
p-ISSN: 2775 – 9482

Iin, M. (2018). Supervision (Controlling) in Educational Institutions. *Journal of Islamic Education*, 10(1), 37–46.

Indriyanti, A. (2017). Improving Quality in Human Resource Management for Higher Education Competitiveness in the Globalization Era. *Prima Ekonomika*, 8(1), 74–85.

Imam Gunawan, *Qualitative Research Methods: Theory and Practice*, Bumi Aksara, Jakarta: 2015

John A, P. I., & Richard B, R. (2016). *Strategic Management* (12th ed.). Salemba Empat.

Kasmawati. (2019). The Implementation of Educational Planning in Islamic Educational Institutions. *Idaarah Journal*, III(36), 138–147.

Kusnan. (2017). Policies to Improve Lecturer Quality. *Islamic Education Journal Iqra`*, 11, 53–68.

Kusana Candra Kirana & Ririn Tri Ratnasari, (2017). *Evaluation of Human Resource Performance*, Gosyen Publishing, Yogyakarta: 2017

Marzuki, K., Nasiri, A., et al. (2018). IT Governance Audit Using Cobit 4.1: Monitoring and Evaluation Domain in Private Higher Education Institutions. *National Seminar on Information Systems and Information Technology*, 5, 412–416.

Natasya, V., Paulina, W., & Bonaraja, P. (2020). *Development of Human Resources in Higher Education* (1st ed., S. Janner, ed.).

Ningrum, E. (2016a). Human Resource Development in Education. *Gea Geography Journal*, 9(1).

Ningrum, E. (2016b). Human Resource Development in Education. *Gea Geography Journal*, 9(1).

Noor, W. (2020). Integration of Achievement Culture in Lecturer Quality Development Functions. 04(01), 1–12.

Nurfatah, N., & Rahmad, N. (2018). Implementation of Supervision by School Principals and Supervisors. *Journal of Educational Management, Leadership, and Supervision*, 3(1), 230874.

Prasojo, L. (2017). *Human Capital Management in Education* (1st ed., U. Press).

Raden, M. P. W., Suharsono, & Mahfudz. (2017). Human Resource Development Strategies in 5 Universities Facing Global Competition: A Study of Universities in Semarang. *UNDIP*.

Ritawati. (2016). Planning and Development of Teachers/Lecturers as Human Resources in Formal Educational Institutions. *Istinbath*, 15(2), 109–123.

Samsirin. (2015). The Concept of Management Supervision in Islamic Education. *At-Ta'dib Journal*, 341–360.

Sugiyono. (2016). *Quantitative and Qualitative Research Methods and Mixed Methods* (3rd ed., Alfabeta).

Sutrisna Wibawa, (2017). Presentation to the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia, March 29, 2017

Zamhari Yahya and Fitri Hidayah, *Analysis of Competencies and Lecturer Performance Appraisal at UIN Syarif Kasim Riau*, 2016

Syamsuddin. (2017). Application of Management Functions to Improve Educational Quality. *Idaarah: Journal of Educational Management*, 1(1), 3–4.

Veithzal, R. Z. (2015). *Human Resource Management for Companies: From Theory to Practice* (7th ed., Rajagrafindo Persada).

Wahyudi, P. (2018). The Effect of the Internal Supervision Unit's Role on Achieving Good University Governance in Religious Higher Education Institutions. *AKMEN Scientific Journal*, 15(2), 310–317.

Wibowo. (2016b). *Performance Management* (10th ed., Perkasa Rajagrafindo).

Wicaksono, Y. (2016). The Effect of Training and Human Resource Development on Employee Work Enthusiasm and Performance (A Study at SKM Unit V PT. Gudang Garam, Tbk Kediri). *Journal of Business Management*, 3(1), 31–39.

Widodo, S. E. (2015). *Human Resource Development Management* (II ed., P. Pelajar).

Yanni, D. J., & Ade, C. (2019). The Impact of Training Results on Employee Performance at the Managerial Training Center, PT KAI Bandung. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.

Zain, R., & Yuliana, A. T. R. D. (2017). The Effect of Compensation and Job Satisfaction on Lecturer Performance at the Faculty of Tarbiyah and Teacher Training, UIN Sunan Kalijaga Yogyakarta. *Manageria: Journal of Islamic Educational Management*, 2(1), 107–126.

Zamhari Yahya and Fitri Hidayah, (2016). *Analysis of Competencies and Lecturer Performance Appraisal at UIN Syarif Kasim Riau*,