

Optimizing Human Resources Management for Higher Education in the Era of Implementing an Independent Curriculum in Indonesia

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ABSTRACT

This study aimed to analyze how Suska Riau state Islamic university optimizes managing its college human resources in implementing the independent curriculum. Many studies have been carried out in developing higher education human resources, but they are related to something other than the independent curriculum. We obtained meaningful input and extracted information from several related literatures through semi-structured interviews with teaching staff and university leaders. As for the process, other than interviews, we obtained data through an electronic search on several scientific publications discussing higher education human resources issues. After processing the data and discussing it, we can conclude that the efforts of Islamic state universities have taken several strategies to optimize their HR management; among others, they are taking digitalization and automation systems as well as developing learning all these things in order to make their campuses leading in the area. Thus, this finding will become a reference for adding different study areas.

Keywords: *Human Resource Management, Optimizing Human Resources, Curriculum Indonesia*

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INTRODUCTION

Human resource (HR) management, also known as HR Management, is intended to be a best practice to provide the provision and skills to manage human resources in an organization, such as government offices, community institutions, and educational institutions (Shanock et al, 2019; Hermawan, E., & Arifin, A. L. 2021). HR staff will understand the functions, duties, and responsibilities of managing existing HR effectively with Basic HR Management. In the context of human resource management in higher education, it is hoped that superior human resources or employees can be created, making universities competitive nationally and internationally (Armstrong &

Taylor, 2020; Hendriarto et al., 2021). Human Resources refers to people in universities responsible for managing the academic community and other assets related to HR management (Hermawan, E., & Arifin, 2021). When the working relationship between lecturers and universities is formed, university HR is no longer a foreign thing to describe. Human Resources Education offers a different perspective on HR. University HR is a broad umbrella for managing and developing a university's teaching staff and students to advance the academic community toward leading quality innovations as guided by the government's new independent curriculum (Schlossberg et al., 2018; Nurtjahyati & Sukisno, 2021).

HR management in higher education is a component of academic community management. Presenting a professional lecturer profession where the campus can produce competent graduates is one of the challenges for higher education managers, particularly HR managers (Saurombe et al., 2017; Kurniawan, G. P. 2022; Imaduddin, M., & Astuti, A. P. 2022). In addition, the university's vision and mission can only be realized with professional lecturers. Then comes a crucial inquiry: what exactly is HR management in higher education? Higher education human resource management can be defined as an effort to organize, mobilize, and evaluate human resources to contribute as much as possible to develop higher education and accomplish programs and work plans. This definition draws on the idea of management as a whole. The investigation of human assets of the board in colleges is an indivisible piece of the setting of Human Assets. Advanced executives have practical experience overseeing college HR (Lozano et al., 2017; Effendi, B., Kurniawan, K., & Setiawati, L. 2021; Fitria, 2022). HR management in higher education develops into a concept, a fact, an idea, a group (genus), a campus community, and a personal. In higher education, human resource management emphasizes the complicated aspects of the lecturer as an ordinary human being and an intellectual community that can be further explored in scientific and cultural studies (Aji, 2021).

Human resources are the people who are ready, willing, and able to contribute to organizational goals. Of course, what is meant by organizational goals here is not only for managing human resources in the world of industry, politics, and government but also for universities, both scientifically and culturally, which is known as the concept of higher education HR management (Silitonga et al., 2022). The existence of higher education human resource management becomes a "challenge" as well as the needs of universities and their stakeholders (Black, 2015) where higher education HR management is undoubtedly more focused on its work in terms of managing (managing) all the potential of lecturers and minimizing the various shortcomings they have. So that in the end, the management of higher education human resources can display the profile of professional lecturers following the mandate they carry, carrying out the Tri Dharma of Higher Education. Lecturers are good at delivering lecture material and must be professional in conducting research (Wlodkowski & Ginsberg, 2017).

If lecturers ignore one of the university's tri dharma instruments, such as only carrying out routine educational and teaching functions and ignoring other functions, lecturers and higher education institutions will lack passion as professional education providers, which will hurt their work culture. Higher education's smooth operation and success are greatly influenced by the lecturers' HR management's presence and intelligence (Hendrawan et al., 2021). Lecturers require the ability, work motivation, discipline, work ethic, work culture, work ethic, and high morale to perform their duties properly and effectively. According to Gupta et al., the concept of higher

education HR management recognizes that lecturer human resources (SDMD) play a crucial role in shaping perceptions of graduate quality and higher education quality.

This position is bolstered by the fact that lecturers have greater authority over the educational process than similar professionals in lower educational establishments (Zhuge et al., 2011). As a result, higher education human resources management must be able to bring in professional lecturers by serving everyone, taking a look at lecturers' needs, coming up with creative solutions, and maintaining relationships (Yudhawasthi & Christiani, 2021; Muslimin, et al., 2021; Asnawan, 2021). This includes staffing staff as academic support and at the top leadership level down to the lowest level. HR management in higher education can also boost lecturers' morale by encouraging lecturers to dare to face and fill their lives so that they are more valuable and meaningful for themselves, the people around them, and the environment in which they are located. This ensures that lecturers' existence will continue to shine a light on the natural environment wherever they are (HR Indonesia) because the community considers lecturers as a noble profession, an excellent teaching profession, and a profession based on science, intelligence, and intellect (Dyachenko et al., 2017).

Human resource management is essential for raising the standard of higher education. This is because Indonesia's future quality will be determined by the availability of higher education (Kooli & Abadli, 2021). With the assistance of human resources nurtured by universities, the nation will be able to advance and develop. As a result, to produce high-quality educational output, every educational institution or organization that wishes to grow needs to pay close attention to and effectively manage its human resources. Human Resources in education include university leaders, lecturers, employees, and all university residents (Quddus et al., 2020). The task of human resource management at the higher education level is to manage the human element with all its potential as effectively and efficiently as possible to achieve higher education goals (Teir & Zhang, 2016). Managing the human element is difficult because humans are resources with reason, feelings, and desires and have ratio, taste, and intention. From this, human resource management has tasks that can be grouped into three functions: managerial functions, operational functions, and functions of human resource management positions in achieving goals and significantly higher education (O'Brien et al., 2014).

Planning, organizing, directing, and controlling are closely related to the managerial function in education's human resource management. The principal is responsible for performing managerial duties. The perspective of (Wang et al., 2016) is that the principal's ability to effectively manage the education staff at the school is primarily responsible for the success of education in schools. The third function is the position of human resource management in achieving organizational goals in an integrated manner, which are integrative efforts as part of the human resource management strategy in achieving educational goals (Arpentieva et al., 2020). In contrast, the operational functions of HRM include several activities such as procurement management, development efforts, compensation, integration, maintenance, and termination of employment. There are three essential aspects of an educational system that are relevant to human resource management in education: information, cycle, and result (Bernstein & Trimm, 2016). Educational inputs are made available through the ongoing process. Educators, education staff members, and students all contribute human resources to the education sector. The process of education transforms something into something better. The operational function of

human resource management is carried out during this process to improve (Maipita et al., 2021).

The function of the existence of HR as labor is to produce goods or services in a company or organization. Individuals included in the workforce are those aged 15-64 years. The framework for thinking of the higher education system as outlined in Law no. 20 of 2003 concerning the National Education System Article 19 is essential. The article states that higher education provides vocational, undergraduate, master, specialist, and doctoral education programs. Suppose it is related to Article 20, Paragraph 3, stating that higher education can organize academic, professional, and vocational programs. In that case, it is challenging for higher education to systematically participate in developing the vocational education system and adequately prepare its equipment.

Meanwhile, regarding the quality of implementing higher education with parameters using accreditation, much vocational education still needs to be improved. This condition can be seen from the accreditation rating based on the Ministry of Research, Technology, and Higher Education. This indicates that higher education governance needs to be qualified according to the expected standards (Onsman, 2010).

Meanwhile, the scholarly output is the result of the performance of the process, which is the result of school performance. School performance results are achievements resulting from school processes/behaviors. The quality of the school can measure school performance. Specifically related to the quality of school output can be seen from the school's achievements (Wright & McMahan, 2011). To carry out human resource management more effectively, many new ideas are introduced into the school's human resource management system, accompanied by revisions to old ideas that have been implemented for a long time (Opatha, 2013). An idea or process that is currently getting much attention is college-based management. Any process that can develop human resource management in a university will ultimately be able to develop student's learning abilities and their impact on the surrounding environment. In connection with the above problems, we have carried out this study at the State Islamic University of Suska Riau.

METHOD

In this method section, the study will describe the implementation system and methodology, which aims to gain profound certainty on how the University of Suska Riau can maximize HR governance following the establishment of an independent curriculum implementation in Indonesia (Sutton & Austin, 2015). Such as lecturers and campus leaders whose goal is to get what they have been working on in maximizing HR and achieving goals.. literature related to how HR optimization relates to improving quality and the relationship and relevance to the independent curriculum (Erickson, 2006).

Several teaching staff have been involved in interpreting interviews, including teaching staff, researchers, and leaders, and all gave our answers. We analyzed the results of the interviews using a phenomenological approach which we studied to understand the text and cooperatives so that we can conclude these findings with valid following the objectives and problems (Tracy, 2019). After the analysis process is ready, we design a report in descriptive qualitative how this study wants to understand how the Suska campus optimizes its resources to achieve university goals following the independent curriculum. We searched for data other than interviews with a high literature approach and an independent curriculum. Thus, among other things,

implementing a methodological study starts with identifying problems, searching for data, and reviewing and reporting the results (Hart, 2012).

RESULT AND DISCUSSION

This results section will describe several aspects we have obtained information about through interviews with academics at the State Islamic University Suska Riau. Data and studies have been projected on high school human resource governance and implementing the recently launched independent curriculum.

Beginning our interview, we asked, how do the Suska Riau Islamic University leaders increase the resources in their environment?

All right. There have been some changes we have been trying lately with various improvements of how we improve college performance—in particular, increasing human resources such as lecturers, researchers, and leaders. There are several ways we do this; the first is through technology; in other words, we carry out a digitalization transformation program for all lines and ensure all academic communities are better understanding and applicable to work with a technological mindset. With a technology mindset, we can carry out the university roles to prepare students with excellent learning outcomes (P. 01).

Based on the answers above, how the university leadership optimizes human resources for high-level roles, the answer is through digital transformation in all units and work roles, both teachers and leaders, and, more importantly, strengthening student services, including optimizing student potential to understand and apply digital concepts transformations.

The digital transformation optimization was essential based on the answers and acknowledgments of the staff we interviewed. It has been implemented in several places if universities wanted to improve the performance of their human resources to achieve higher education goals, optimizing students and teaching staff here (Akbari & Pratomo, 2022).

Furthermore, based on the answer from the leadership, namely the optimization of digital transformation in all these matters and the role in high-ranking roles, our next question is, what is the background that digitization and transformation is the way your university was developed?

We understand that this digital transformation is a strategy where when our university wants to achieve its goals, every first line of HR, yes, this must really be able to work automatically so that it allows the work to be done strategically, no longer going back to manual methods because it is not possible. HR will be proportional today if they focus on something other than progress, namely applying technology, a typical university that has become an industry, and issuing competent student alums (P. 02).

Based on the answer on why investment chooses a strategy to increase digital transformation, the answer we get is that the way these transformation and digitization work is relevant to the current era, namely the era of automation, which will lead to efficiency were working with digital priority will be important not only for academic lecturers but also for academics. However, students were academically able to apply their assignments with a technological mindset every year and distinguish all these things to be practical and become successful university members.

When discussing optimizing higher education human resources, the answer given above is that the optimization and digital transformation on all fronts, both the teaching staff of other academic activities and students. The strategy chosen by the University of Riau is in line with the strategy carried out at several universities. No universities manually carry out their roles and duties, but the proper optimization is digital transformation on all fronts (Tungpantong et al., 2021).

Next, we continue with the third question about why Suska Riau University wants changes through automation, especially in recruiting high-quality teaching staff.

Why is the digitization you mentioned above a top priority?

Automation cannot be avoided anymore because, at this time, we want to become more of a digital mindset, which is essential for students, staff, and the entire academic community (P. 03).

Based on the understanding given to become a professional university having reliable faculty members, technology will allow it to want to get qualified HR staff; the leaders of their faculty members must perform their duties well, then governance that is digital solutions is a learning orientation and is a system good campus governance.

So the digitalization carried out by Suska Riau University is in line with what was expected by the Ministry of Education in the era of the independent curriculum where the optimization of technology-based human resources is non-negotiable (Panjaitan et al., 2021; Hang, 2021).

The following strategy chosen by Suska Riau University in developing its human resources is the emphasis on learning in each of its faculties; they are very concerned with the emphasis on optimal learning.

What aspects has the university done apart from optimizing digitalization in the campus environment?

In addition to optimizing through the application of digital technology in this school, in the next stage, we emphasize each faculty member to prioritize learning and growth where each faculty unit must maximize the achievement of learning potential, especially among students and also teaching staff where they must be staff who continue to learn continuously. Excel and make this university an opportunity to excel and develop (P.05).

What is mentioned above is indeed true that the emphasis on each faculty is to continue to optimize learning by maximizing all the potential that exists so that they become a faculty that has high human resources, especially the staff and students, thus the faculty will become a place and opportunity to develop and progress through high achievement.

The same approach was practiced by advanced universities, where the most considerable questionnaire today was the distribution of learning opportunities. Many campuses were focused on learning and developing themselves with programs for their employees. Universities with sound learning systems can teach students and make a sound system for each computer. This follows the university's motto: a place to ask questions. Staff is a place where people develop and provide answers, and this is something right (Pérez et al., 2022). Here are a few great words "Universities have a perfect education system for educating their students, but they do not necessarily have a good system for educating teaching staff and admins." (Gülcan, 2015).

There needs to be more to answer the factors of digitization, transformation, and learning at all university levels. Next, we continue to urge them to understand how to strengthen human resources at Suska Riau University.

Please explain who else the government has taught to strengthen human resource development in the campus environment.

In addition to digital transformation and strengthening learning in each faculty, our leadership also focuses on employer branding. The intention is to increase competitiveness in the higher education landscape of our campus. We realize that to become a quality campus, we automatically need branding, so that is what made us think and work on how to articulate the things that make our campus a great place to learn to make a tertiary institution that is, say, the best in Riau (P. 06).

Based on the above acknowledgment that the campus also believes that by increasing employer branding, the campus will display good human resources and make the university living in Riau very focused on employer branding, meaning a campus that has a name so that it will appear as one of the campuses in Riau that has staff with names. Moreover, a campus that focuses on solid branding can attract many more students outside Riau because our location and existence must be fragrant and reminded to be a campus that has a big name.

It turns out that in order to build a campus that has reliable resources, the Riau campus has focused on employer branding; this is in line with what was carried out by several campuses where a campus that can make a big name is something that can attract many students with a good reputation later. It can attract many roads that are caliphate and have innovations that spawn and have a vital leadership factor by fully contributing to the development of students and the community around the campus, which is what many campuses in the international world do (Sivertzen et al., 2013; Suprpto, et al., 2021).

The next effort that we have gained a deep understanding of how Suska Riau university is strengthening its academic community human resources is that they prioritize globalizing its higher education to become one of the developed universities nationally.

The following questions, what else can be added? How does the campus maximize the human resources of the academic community?

Recently, Suska University has become one of the universities in Riau with a good reputation for achievements. We want to be the main campus in Indonesia by utilizing all the potential that exists in order to achieve Mahesa in all majors. We realize that many Indonesian investments have the capital and enough roles to become well-known campuses in Indonesia. However, as one of the campuses in Riau, we seek a strategy to power up to become the leading campus in Indonesia immediately. In this way, we must improve this time to optimize the existing potential; the HR department must adapt and focus on the struggle to be the best candidate in Indonesia (P. 07).

It must consider academic cooperation and have a national and even international vision. Because then we will make our campus important in managing campus needs, especially for students achieving academic talent. What was answered above is correct: campus resources must work hard to make their campus a national teacher campus with all opportunities and a good name.

What is mentioned above is part of the commitments made by many global campuses with the vision of making the best village in their country; this will enable the academic community to work hard, especially HR managers (Youssef, 2014). So here it is exciting if Suska Riau university campus makes itself the best campus in Indonesia and can collaborate with many countries and academics in Indonesia, including faculty staff. The most important thing is the opportunity for students to learn to develop themselves outside of Riau and even internationally. Many campuses make them flexible and adopt a way of working that today is increasingly uncertain due to geography, which sometimes makes the campus have to move quickly (Donn & Manthri, 2010).

The next question we directed to the highest leadership of the Siska university; we also want to get the resilience of the managers and leaders, maybe they will provide additions and input that can complete this study. Investment leadership.

What has made your fostered campus become one of the leading campuses in Riau City?

Well, I will add what has been said by our staff that in our efforts to strengthen the governance of this campus, we emphasize superior human resources, both lecturers from several faculties, and healthy. As leaders, we strive to function in all managerial as well as operational and human resource management to achieve campus goals. Moreover, it later became the best campus in Indonesia. So as leaders, we are obliged to function in both managerial and operational human resources. All must work cooperatively in carrying out their respective functions by achieving the goal of our university, which is to produce excellent student resources to make the campus a place for developing human resources who are ready to contribute to society in the country and especially for the Riau area where we are located (P.07).

Following the leadership's expression that the commitment to advancing the Riau private campus has begun by functioning all roles, such as operational management and strengthening human resources from lecturers, the academic community, including students so that all can work optimally to achieve the university's goal of excelling in leading quality in leadership and reputation. In service to society and the country.

The same thing is the commitment of all universities in Indonesia and even in the world where by strengthening managerial and playing all existing roles, maximizing the core facilities is to produce human resources that excel primarily in academics so that they can contribute to the community around Riau (Muhtarom, 2015; Riniwati, 2016).

Our goal was to implement the study to understand how to optimize human resource management to improve the quality of higher education in the era of implementing an independent curriculum. Through interviews with some academics, we have gained an instrumental understanding to sharpen our knowledge; among others, the state Islamic university Suska Riau has increased the resources of its staff where they see that the only way to improve the university's human resources will develop through increased output and academic activities. Likewise, based on the recognition of academics in this digitalization era, all academic stars must transform by optimizing digital. Likewise, the university has recruited staff, including lecturers and researchers, with the priorities they want. The improvement of human resources can only be made by having a strategic plan in which each faculty has an advantage.

Likewise, the added value of the campus is to maximize human resources to the academic community so that output will appear and make this Suska Riau Islamic state university a leader in one of the leading investments in Riau province.

Implementation of the study to understand how to optimize human resource management to improve the quality of higher education in the era of implementing an independent curriculum was essential (Ali, 2020). Through interviews with some academics, we have gained a beneficial understanding to sharpen our knowledge; among others, the state Islamic university Suska Riau has increased the resources of its staff where they see that the only way to improve the university's human resources will develop through increased output and academic activities (Akbari & Pratomo, 2022).

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Based on that problem, we conducted this study so that higher education governance was carried out with the theme of Optimizing Governance for Quality Higher Education. In the interview, the university revealed that recruiting senior lecturers from other universities is to strengthen the material on good university governance and share experiences seriously, especially in improving human resources. This study targets university governance by optimizing human resources, lecturers, and researchers, especially all management or faculty managers (Yudhawasthi & Christiani, 2021).

The implications include, among others, that with good HR governance at the university level, starting from the selection of employees after teaching and research, then how HR can develop work programs for empowerment and asset maintenance and enable tall tree HR to achieve work goals on an individual focus and globally at the university. Then later in the future that universities will be superior and able to compete to achieve targets because human resources are the key to all empowerment in the university environment. Therefore, every program that distinguishes human resources is part of the implementation and ensures that all goals are achieved by maximizing the capacity of their human resources.

We realize that this study has resulted in limitations, among others, in how we conduct studies, especially in the methodology section where the sample we raise may be minimal, which should be able to cover more broadly to get in-depth resilience on how each sentence is carried out and also the achievement of targets. This is done by obtaining a more comprehensive source of information. This section also looks at the exposure to minimal data on one side: advertisements must obtain qualitative and quantitative data to produce more competent data.

CONCLUSION

We can conclude that Suska Riau University, through the work program they have described through semi-structural interviews, we can understand that the optimization of human resource governance at the university they manage is in line with the intention and concept of independent curriculum development in Indonesia,

where the ministry of education of the Republic of Indonesia has synergistically asked every university to be able to apply an independent curriculum approach. With the understanding that the management of human resources and the academic community, especially students, can be carried out more independently, innovatively supported by technology, having the right vision.

The emergency curriculum hopes that the impact of learning lost due to the pandemic response can be achieved again, namely by optimizing all roles and structural governance by functioning all roles so that the university can achieve its goals in line with the mission and vision and is backed up by the independent curriculum. The Suska Riau university has not only done similar things. However, they have also been carried out at leading universities in Indonesia and even internationally, where the independence of the curriculum requires universities to implement university-based management, meaning that campus leaders have the initiative to mobilize their human resource potential to work collaboratively. Collaboratively with Wahu to achieve the goal of quality improvement following the Tri dharma of higher education which has been understood by every university leader and their academic activities in the future.

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AUTHOR CONTRIBUTION STATEMENT

In carrying out this study, we did not find a conflict between the authors because we all agreed and agreed that this was a study of poetry or shifts, so we did not find any significant conflict.

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