

CAREER DEVELOPMENT OF LECTURERS IN HIGHER EDUCATION: A CASE STUDY AT UNIVERSITAS ISLAM SYEKH-YUSUF TANGERANG, INDONESIA

Oleh

Seno Santoso

Universitas Islam Syekh-Yusuf, Tangerang, Indonesia

E-mail: ssantoso@unis.ac.id

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Abstract: *Purpose: This study aims to analyze the strategies, supporting factors, and challenges in developing the careers of lecturers at Universitas Islam Syekh-Yusuf (UNIS) Tangerang, focusing on four key areas: academic qualification enhancement, scientific publications, professional development, and welfare incentives. Design/Methodology/Approach: A qualitative case study approach was used. Data were collected through in-depth interviews with university leaders, deans, and lecturers, as well as observation and document analysis. Data were analyzed using the Miles and Huberman interactive model. Findings: The results show that UNIS has implemented integrated strategies including doctoral study support, publication incentives, professional training, and performance-based allowances. Key supporting factors include leadership commitment, high lecturer motivation, and policy alignment with national standards. Challenges include limited research funding, insufficient international collaboration, and the absence of a comprehensive digital career monitoring system. Originality/Value: This study contributes to the literature on human resource management in higher education by providing context-specific insights into lecturer career development in a private Islamic university setting.*

INTRODUCTION

The role of lecturers in higher education extends beyond teaching to include research, innovation, and community engagement (OECD, 2021). In Indonesia, lecturer career progression is regulated through functional ranks and academic credit requirements (Permenristekdikti No. 20/2017). Effective career development is therefore crucial for improving institutional performance and academic quality (Noe, 2020).

Private Islamic universities, such as Universitas Islam Syekh-Yusuf (UNIS) Tangerang, face specific challenges, including limited funding, restricted access to global research networks, and insufficient career monitoring systems. While existing policies align with national standards, practical implementation varies significantly across faculties.

The objectives of this study are:

1. To identify strategies implemented by UNIS to develop lecturers' careers.
2. To examine supporting factors and barriers in implementing these strategies.
3. To provide recommendations for improving career development in similar institutional contexts.

LITERATURE REVIEW

Career Development Theory

Career development is defined as the structured process through which individuals advance their professional lives, improve skills, and achieve career goals (Mathis & Jackson, 2019). For lecturers, career development encompasses higher academic degrees, research productivity, teaching innovation, and professional recognition.

Lecturer Performance Indicators in Indonesia

Under Indonesian regulations (UU No. 14/2005; Permenristekdikti No. 20/2017), lecturer performance is evaluated based on academic qualifications, research output, teaching quality, and community service activities.

Empirical Studies

Suryani (2021) found that in Indonesian private universities, institutional support, funding, and professional training significantly influence lecturer career growth. Nguyen and Tran (2021) highlighted similar findings in Vietnamese higher education, emphasizing the importance of leadership and policy alignment.

METHODS

Research Design

A qualitative case study design was employed to explore the career development strategies of lecturers at UNIS.

Site and Participants

UNIS is a private Islamic university located in Tangerang, Indonesia. Participants included the Rector, Vice Rector for Academic Affairs, Vice Rector for Human Resources, four faculty deans, and four senior lecturers (total: 12 informants).

Data Collection

- **In-depth interviews** (60–90 minutes each) using semi-structured guides.
- **Observation** of academic meetings, training sessions, and faculty activities.
- **Document analysis** of strategic plans, HR policies, and publication records.

Data Analysis

Data were analyzed using Miles and Huberman's (2014) three-stage model: data reduction, data display, and conclusion drawing.

5 Ethics

Ethical clearance was obtained from the UNIS Research Ethics Committee. Informed consent was provided by all participants.

RESULTS AND DISCUSSION

Results

Academic Qualification Enhancement

UNIS actively supports doctoral studies for lecturers.

"We provide partial scholarships for doctoral studies and adjust teaching loads accordingly" (Vice Rector for Academic Affairs, Interview, 20 Oct 2024).

Scientific Publications

Financial incentives and writing workshops encourage lecturers to publish in indexed journals.

"Lecturers who publish in Scopus journals receive direct incentives, and we run writing clinics regularly" (Dean of Faculty of Education, Interview, 21 Oct 2024).

Professional Development

Training programs cover digital pedagogy, curriculum renewal, and academic leadership.

"We focus on improving digital teaching skills to meet modern demands" (Head of Quality Assurance, Observation, Nov 2024).

Welfare Incentives

Performance-based allowances and awards are linked to annual appraisals.

"Annual performance reviews are tied to financial rewards" (Vice Rector for HR, Interview, 23 Oct 2024).

Discussion

The four strategies implemented by UNIS align with global best practices in academic career development (OECD, 2021; Noe, 2020). The university's approach to supporting doctoral studies mirrors findings in Vietnamese universities (Nguyen & Tran, 2021), where institutional funding accelerates career progression. Publication incentives are consistent with Trotter et al. (2022), who found that financial rewards significantly increase research output.

Challenges in funding and collaboration reflect broader trends in Southeast Asian private universities, where reliance on tuition fees limits research investment (Hakim, 2022).

CONCLUSION

UNIS has developed an integrated career development framework covering academic qualifications, publications, professional skills, and welfare incentives. While leadership commitment and lecturer motivation support these initiatives, constraints in funding, international collaboration, and monitoring systems remain.

RECOMMENDATIONS

1. Increase budget allocations for research and professional development.
2. Establish a centralized digital career development center.
3. Expand international collaborations and exchange programs.

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