

The Development Model Of Lecturer Capacity In Private Higher Education Institutions In Kendari City

Muhammad Nuzul Qadri^{1*}, Abdul Azis Muthalib², Samdin³, Asrip Putera⁴

¹Management Science Doctoral Program, Halu Oleo University

^{2,3,4}Departement of Management, Faculty of Economic and Business, Halu Oleo University

Email ID: ujhol.nuzul@gmail.com

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ABSTRACT

This study was conducted at private higher education institutions in Kendari, which, despite showing significant progress in recent years, still face challenges in improving the quality of their lecturers' human resources. Based on existing data, some lecturers lack adequate functional positions, indicating that community service and research are still suboptimal. One of the main challenges is the limited funding and facilities supporting lecturer capacity development. Therefore, this study aims to identify effective forms of lecturer capacity development and formulate a model that can be applied in private higher education institutions. This research uses a phenomenological approach to explore how lecturers in private higher education institutions in Kendari City interpret their experiences related to professional capacity development. Data was collected through in-depth interviews, observations, and documentation, focusing on higher education leaders and lecturers with various functional positions. The data was analyzed by condensing, presenting, and drawing conclusions from the collected information. The study developed an integrated lecturer capacity development model that emphasizes effective lecturer management and includes programs like training, scholarships, and research support. The model's evaluation is based on its impact on teaching, research, and community service contributions. However, the study's limitations include its narrow focus on lecturers without involving other administrative or managerial staff. Future research should test the model through practical implementation and include all human resource elements in higher education.

Keywords: Lecturer capacity development, private higher education

1. INTRODUCTION

Higher education institutions are organizations that heavily rely on the quality of human resources, particularly lecturers, to achieve national educational goals Balzer, (2020). As stipulated by educational regulations, lecturers are expected to perform at their best in line with their competencies and professionalism in their field. Good lecturer performance can be achieved through capacity development, which includes enhancing teaching skills, research,

and community service, the three pillars of higher education (Wahyudi, 2022).

However, despite the rapid growth of private higher education institutions in Kendari City in recent years, lecturer capacity development remains a significant challenge (Alim et al., 2019). Many lecturers at these private institutions do not hold adequate functional positions, which is an indicator of their suboptimal involvement in research and community service. Therefore, lecturer capacity development in private higher education institutions must be a primary focus so that the quality of education produced can be competitive with other institutions (Abugre, 2018). Thus, this study aims to develop an effective model to enhance lecturer capacity in private higher education institutions.

The main variable in this study is the development of lecturer capacity, which includes several aspects, namely teaching skills, involvement in research, and contribution to community service. Lecturer capacity development in private higher education institutions can improve the quality of teaching and research, ultimately producing graduates who are competent and ready to compete in the global job market. A study conducted by Sulasula (2023) on identifying knowledge gaps at state universities in the Philippines revealed the importance of mapping capacity development needs to improve education quality, which can also be applied in the context of private higher education institutions.

In addition, job satisfaction is an important variable that influences lecturers' performance in carrying out their duties. Payong et al., (2022) states that high job satisfaction encourages lecturers to contribute more to teaching, research, and community

service. Job satisfaction can be influenced by several factors, including a conducive organizational climate, harmonious relationships among lecturers, and recognition from the institution. By focusing on these aspects, private higher education institutions can improve their lecturers' overall performance.

Several studies have discussed lecturer capacity development in higher education institutions, but most of these studies focus more on state universities or institutions in large cities. Sulasula (2023), for instance, suggests the need to identify knowledge gaps to improve the capacity of higher education institutions, but most studies have not focused on lecturer capacity development in private institutions in smaller cities like Kendari. Lukman et al. (2022) also highlight the importance of good capacity management in higher education institutions to improve educational quality, despite challenges in authority and funding sources (Leal Filho et al., 2018). This shows a gap in the literature regarding specific and practical ways to develop lecturer capacity in private higher education institutions.

Furthermore, most previous studies have focused on quantitative approaches that measure lecturer performance through numerical indicators, while the development of lecturer capacity requires a deeper qualitative approach to encompass non-technical aspects such as motivation and lecturer involvement in academic activities. Therefore, this research will fill this gap by developing a lecturer capacity development model based on a qualitative approach and continuous evaluation, which is more relevant to the context of private higher education institutions in Kendari City.

To address the existing gap, this study will propose a lecturer capacity development model that integrates Resource-Based Theory (RBT) and Resource-Advantage Theory (R-A Theory). RBT, as explained by Wernerfelt (1998), emphasizes that sustainable competitive advantage can be achieved through the management and development of internal resources, including lecturers, who possess skills and knowledge that are vital assets for higher education institutions. In this context, private higher education institutions in Kendari must identify their lecturers' potential and provide relevant training to improve their skills and knowledge.

On the other hand, R-A Theory, as proposed by Hunt and Morgan (1995), focuses on comparative advantage in resources, including human resources. In this case, the development of lecturer capacity in private higher education institutions should consider the importance of innovation in teaching methods, research, and community service. The proposed model will integrate a qualitative approach with a focus on tailored training, strengthening human resources, and continuous evaluation to create a competitive advantage at the institutional level.

This study will be conducted at private higher education institutions in Kendari, which, despite showing significant progress in recent years, still face challenges in improving the quality of their lecturers' human resources. Based on existing data, a number of lecturers do not have adequate functional positions, indicating that community service and research are still suboptimal. One of the major challenges is the limited funding and facilities supporting lecturer capacity development. Therefore, this study aims to identify effective forms of lecturer capacity development and formulate a model that can be applied in private higher education institutions.

This research will contribute in the form of a sustainable lecturer capacity development model that takes into account the local conditions of private higher education institutions and supports the implementation of capacity development programs that better meet lecturers' needs. By strengthening lecturer capacity, it is expected to lead to improvements in education quality, teaching, and research at private higher education institutions in the region, which in turn can enhance accreditation and competitiveness of these institutions.

2. METHODOLOGY

This study uses a phenomenological approach, which is a type of qualitative research aimed at exploring the meaning of individuals' subjective experiences (Cresswell, 2013). This approach allows the researcher to understand how lecturers in private higher education institutions in Kendari City interpret and make sense of their experiences related to professional capacity development. In this context, the informants consist of higher education leaders (such as rectors, vice rectors, and deans) as well as lecturers with various functional positions (such as senior lecturers, lecturers, and assistant experts). This diversity of roles provides comprehensive insights into their experiences in the process of lecturer capacity development in private higher education institutions. Through in-depth interviews and direct observation, the researcher can explore the informants' personal experiences and how these experiences shape their understanding of effective capacity development.

Data was collected using three main techniques: interviews, observations, and documentation. In-depth interviews were conducted to obtain direct information from informants with deep knowledge of the research topic, while observations were used to examine the field conditions related to the implementation of lecturer capacity development policies. Documentation involved collecting written data that could support the findings from interviews and observations. The data analysis technique adapts the model from Miles et al. (2014), which includes four stages: data collection, data condensation, data presentation, and conclusion drawing. Through this process, the researcher can gain a deeper understanding of lecturer capacity development in private higher education institutions and provide valuable insights for the development of future higher education policies.

3. RESULTS

Lecturer capacity development is a structured process aimed at enhancing lecturers' skills in teaching, research, and community service, which support the Tri Dharma of Higher Education. This research was conducted to identify the forms of lecturer capacity development in private higher education institutions in Kendari City. Based on interviews with informants from five private universities in Kendari, the following are the forms of lecturer capacity development being implemented: Mandala Waluya University demonstrates its commitment to lecturer capacity development through mandatory training programs such as Pekerti (Basic Instructional Skills Enhancement) and functional position training after becoming an assistant expert. Research programs funded by the foundation, along with Bimtek training for research proposal preparation, also contribute to improving lecturer quality. This university also offers doctoral scholarships for lecturers who wish to continue their education and is actively involved in international research collaboration with universities in India and Malaysia. Muhammadiyah University of Kendari focuses on lecturer capacity development through technology-based training, such as E-learning, as well as providing incentives for lecturers who publish in international journals. Lecturers are also given scholarship opportunities for doctoral studies, with the target of having all lecturers obtain doctoral degrees by 2027. Workshops and mentoring are conducted periodically to enhance lecturers' competencies in facing advancements in learning technology, as well as collaboration with industries to enrich lecturers' experiences. ISTEK Kendari emphasizes the importance of Pekerti training as the initial step in lecturer capacity development. Additionally, ISTEK holds regular scientific writing workshops to enhance the quality of lecturers' academic publications. In an effort to broaden horizons, ISTEK establishes collaborations with foreign universities, such as the University of Malaya (UTM). Community service programs involving lecturers in activities based on local community needs are also a primary focus at ISTEK. STIKOM 22 Januari prioritizes lecturer capacity development through training and workshops focused on project-based learning. The campus also invites external experts to provide training that enhances lecturers' skills in technology and education. Scholarships are provided for lecturers pursuing further studies, especially in fields relevant to their teaching areas. Collaboration with industries and other educational institutions also enriches lecturers' experiences. Bina Husada Polytechnic Kendari regularly conducts internal training, including curriculum development and the creation of teaching materials. Additionally, they organize workshops and collaborative research across programs. The foundation funding these activities provides full support for lecturer capacity development. Lecturer performance is monitored using a digital system that tracks their daily activities. Research at Bina Husada Polytechnic is more focused on collaboration between programs, with measurable results, including a requirement for lecturers to publish their research findings.

Evaluation of Lecturer Capacity Development in Improving Human Resource Quality in Private Higher Education Institutions

Evaluation of lecturer capacity development is an important step to ensure the effectiveness and impact of the programs that have been implemented. This evaluation process aims to assess aspects of teaching, research, and community service, as well as how far lecturers can improve the quality of education and meet the Tri Dharma standards of Higher Education. Below are the results of evaluations conducted at several private higher education institutions in Kendari City: Mandala Waluya University conducts lecturer capacity development evaluations using Key Performance Indicators (KPI) and Additional Performance Indicators (API). These evaluations are aimed at monitoring the effectiveness of training programs and research collaborations. In teaching, evaluations are conducted through faculty-based monitoring to assess the quality of teaching and student involvement. Additionally, student satisfaction is an important indicator in teaching evaluations. For research, evaluations are conducted through a Monitoring and Evaluation (Monev) program, which assesses the quality of research and international collaborations.

Muhammadiyah University of Kendari uses several evaluation mechanisms to measure the effectiveness of lecturer capacity development programs. Training provided to lecturers, including E-learning training, is evaluated based on the level of lecturer participation and improvements in teaching skills. Research evaluations are conducted by monitoring the number of research outputs as well as the quality of publications in both international and national journals. Teaching evaluations are conducted by the Quality Assurance Institute (LJM) through student surveys and monitoring the alignment of the material with the curriculum.

ISTEK conducts lecturer capacity development evaluations in two main stages: evaluation of research and community service, as well as lecturer performance evaluation through the filling out of the Lecturer Performance Load (BKD). Teaching evaluations are conducted every semester using student-based instruments that provide feedback on teaching quality. Academic collaboration evaluations are also closely monitored to ensure their impact on the development of knowledge and the quality of education. STIKOM 22 Januari evaluates the training provided to lecturers by monitoring the number of training sessions attended and their impact on teaching quality. Research evaluations are carried out by preparing briefings before research activities to ensure lecturers are ready and to assess research outputs. Teaching evaluations are conducted by the Academic Quality Assurance Institution (LPMA) and the study programs, involving student surveys as one of the main indicators.

Bina Husada Polytechnic Kendari uses the Internal Quality Assurance System (SPMI) and Daily Work Sheets (LKP) to monitor lecturer performance. Training evaluations are conducted by assessing the level of lecturer participation in training

and its impact on teaching and research. Academic qualification evaluations are conducted by monitoring the number of lecturers advancing to master's and doctoral degrees. Research is evaluated based on the number of research outputs and collaboration in research activities.

Model of Lecturer Capacity Development in Private Higher Education Institutions in Kendari City

Based on the analysis of the five private higher education institutions in Kendari City, the author has formulated a comprehensive lecturer capacity development model. This model aims to improve the quality of teaching, research, and community service, as well as support the professional development of lecturers in private higher education institutions. The model includes the following aspects:

1. Education

- a. Scholarships for pursuing doctoral studies
- b. Additional funding support for lecturers in specific fields of study.
- c. Academic development support through study leave.

2. Research

- a. Provision of research grant funding.
- b. Collaboration with industries and national and international universities.
- c. Incentives for publishing in reputable journals.

3. Community Service

- a. Community service programs in collaboration with universities and industries.
- b. Academic awards for contributions to community service.

4. Training

- a. Internal and external training for the development of academic and pedagogical skills.
- b. Workshops on scientific writing, developing teaching materials, and creating syllabi (RPS).

5. Teaching

- a. Collaboration with universities and industries to improve teaching quality.
- b. Implementation of hybrid learning systems.

6. Utilization of Technology

- a. Utilization of technology to facilitate administration and enhance learning quality.

7. Monitoring and Evaluation (Monev)

Structured evaluations of lecturer performance using KPIs and APIs.

8. Reward System

Academic Recognition and Financial Incentives for High-Performing Lecturers



Figure 1. Lecturer Capacity Development Model in Private Higher Education Institutions in Kendari City

4. DISCUSSION

Forms of Lecturer Capacity Development in Private Higher Education Institutions in Kendari City

Lecturer capacity development in private higher education institutions in Kendari involves various programs aimed at improving the academic quality and professionalism of lecturers. Several implemented programs include providing educational scholarships for advanced studies, such as doctoral programs, and funding support for in-depth research in specific fields of study. These programs are important as they offer lecturers the opportunity to deepen their academic expertise, which in turn improves teaching and research quality. The Pekerti (Basic Instructional Skills Enhancement) and Applied Approach programs, held to enhance lecturers' pedagogical skills, are also a significant part of capacity development. These training programs help lecturers improve their teaching quality, which aligns with (Chams and García-Blandón, 2019) findings regarding the importance of continuous human resource development through ongoing training.

Moreover, private higher education institutions in Kendari also encourage international research collaborations, allowing lecturers to update their knowledge and enhance the quality of their academic publications. This international experience enriches lecturers' capacities in facing global research trends and expands academic networks, which are crucial for enhancing the institution's reputation. In this context, the findings align with Resource-Based Theory (RBT) as proposed by Barney (1991), which states that investment in developing superior human resources can provide sustainable competitive advantages for organizations. This is also demonstrated by the importance of E-learning and the use of digital technology, which facilitate more flexible and interactive learning. As (Sahid et al., 2018) stated, E-learning technology can create a more enjoyable and efficient learning experience, which in turn enhances the quality of teaching at private higher education institutions. Therefore, the integration of lecturer capacity development with training, advanced education, and the utilization of technology has the potential to strengthen the competitiveness of private higher education institutions in Kendari, both nationally and internationally.

Evaluation of Lecturer Capacity Development in Private Higher Education Institutions in Kendari City

The evaluation of lecturer capacity development in private higher education institutions in Kendari plays a critical role in measuring the effectiveness of the programs that have been implemented. This evaluation not only aims to assess the direct impact of the training attended by lecturers but also to evaluate changes in teaching, research, and community service conducted by the lecturers. In this context, student questionnaires serve as one of the primary instruments for evaluating the quality of teaching provided by lecturers. As part of the evaluation process, these questionnaires allow students to provide direct feedback on the teaching methods used by lecturers. This provides the institutions with valuable insights into how well lecturers have been able to implement the knowledge and skills they gained from training in their teaching practices. The results of these questionnaires serve as the basis for conducting lecturer evaluation meetings each semester, involving the leadership, faculty, and the lecturers themselves to discuss the achievements made and the challenges faced.

Additionally, an analysis of the Semester Learning Plan (RPS) is also an important component of the evaluation. The RPS, as a guide for planning and implementing lessons, is evaluated to ensure that learning objectives are achieved as expected and that the materials taught remain relevant to the development of knowledge and the needs of society. Periodic updates to the RPS demonstrate lecturers' ability to adapt to changes and improve the quality of the lessons they deliver. Research collaboration, both national and international, is also evaluated to assess the quality of research produced by lecturers. Research published in reputable journals is one of the main indicators in the evaluation process, as such publications reflect the quality of the research conducted by lecturers and their contribution to the advancement of knowledge. According to (Martinez et al., 2020), international research collaborations tend to result in higher-quality publications that are more frequently published in leading international journals, which, of course, affects the university's global reputation. Therefore, the evaluation of lecturer capacity development provides a clearer picture of the impact of these programs on the quality of teaching, research, and community service performed by lecturers at private higher education institutions in Kendari City.

Lecturer Capacity Development Model in Private Higher Education Institutions in Kendari City

The lecturer capacity development model in private higher education institutions in Kendari is designed to improve lecturers' overall quality, involving several key aspects such as education, research, community service, training, teaching, and the utilization of technology. This model aims to create lecturers who are not only competent in teaching but also active in research and community service, as well as adopting technology to enhance the quality of their education. In the education aspect, this model supports lecturer capacity development through scholarships for continuing education to doctoral programs, as well as additional funding for research in specific fields. This support provides opportunities for lecturers to deepen their academic expertise, while also contributing to the advancement of higher education. Additionally, the model provides study leave for lecturers who wish to pursue advanced education programs without disrupting their primary teaching responsibilities. On the research side, research funding and encouragement for collaboration with industries and other universities are vital components. Lecturers are also encouraged to publish their research in reputable journals, which not only improves the quality of their research but also the university's reputation. Community service is prioritized through collaboration with industries and other universities to apply research results that have a direct positive impact on society.

Training and teaching are integral parts of this model, with lecturers required to participate in pedagogical training programs such as Pekerti and Applied Approach, as well as various workshops to improve their teaching and scientific writing skills. All these efforts are expected to enrich lecturers' ability to manage classes and improve the quality of their teaching.

The importance of utilizing technology in both the learning and research processes is also integrated into this model. Universities encourage lecturers to use digital technology for academic administration and in managing learning, both in physical and online classrooms. E-learning is one of the tools used to create a more interactive and efficient learning experience for students. With the utilization of this technology, lecturers are expected to manage learning more effectively and deliver content that is more easily accessible to students.

Technology-based lecturer performance evaluations are also crucial in this model. Key Performance Indicators (KPI) and Additional Performance Indicators (API) are used to measure lecturers' performance in teaching, research, and community service. Recognition in the form of academic awards and financial incentives is given to high-performing lecturers to motivate them to continuously improve their teaching and research quality. With all these components, the lecturer capacity development model in private higher education institutions in Kendari aims to create lecturers who are more competent, knowledgeable, and contributing to advancing the quality of higher education.

In line with Resource-Based Theory (RBT) as proposed by Barney (1991), this model acknowledges that high-quality human resources are strategic assets for universities to achieve sustainable competitive advantage. In this regard, lecturer capacity development not only enhances the quality of teaching and research but also impacts the competitiveness of universities at both the national and international levels. Lecturers with continuously developing capacities will enrich the quality of graduates and contribute to the advancement of knowledge and technology. Similarly, the Resource-Advantage Theory (R-A Theory) developed by Hunt and Morgan (1995) demonstrates that by leveraging unique, hard-to-replicate internal resources, universities can gain a significant competitive advantage. Through various training programs, advanced education, international collaborations, and the utilization of technology, this lecturer capacity development model provides a solid foundation for private higher education institutions in Kendari City to optimize their internal resources and achieve a competitive advantage in the higher education sector.

5. CONCLUSION

This study successfully developed an integrated lecturer capacity development model for private higher education institutions in Kendari City. The model emphasizes the importance of effective management of lecturers, supported by relevant programs such as training, scholarships for further education, and research support. The training programs offered include pedagogical training, scientific writing, and technical training related to teaching, research, and community service. Evaluations of the capacity development programs are conducted using various indicators, such as the impact on teaching, research, and lecturers' contributions to community service. Structured monitoring and evaluation processes serve to ensure the success of the programs and provide constructive feedback for lecturers.

However, this study has some limitations, including a narrow focus on lecturer capacity development without involving other administrative or managerial staff who also play an important role in the success of human resource development at higher education institutions. Additionally, while the proposed capacity development model provides a clear picture of the approaches that can be implemented, this research has not directly tested the model in practice. Without the practical application of the model, the findings remain conceptual and have not been tested for their effectiveness in the context of lecturer capacity development in private higher education institutions.

Future research should include the development of capacity for all human resource elements in higher education, including administrative and managerial staff, to create a more holistic human resource development model. Furthermore, future studies should test the developed model through direct implementation to observe its practical impact on improving lecturer quality. The focus of future research should also be directed towards the long-term impact of lecturer capacity development on the reputation of higher education institutions, accreditation, and attracting new students, using quantitative methods to measure the relationship between lecturer capacity development and overall institutional success.

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