



## Human Resources Development Strategy on Quality Improvement of Postgraduate Lecturers at IAIN Curup

Received:09-05-2020; Revised:13-06-2021; Accepted:29-06-2021

### Jumira Warlizasusi\*)

Institut Agama Islam Negeri Curup,  
Bengkulu, Indonesia

E-mail:

[jumira.warlizasusi@iaincurup.ac.id](mailto:jumira.warlizasusi@iaincurup.ac.id)

### Ifnaldi

Institut Agama Islam Negeri Curup,  
Bengkulu, Indonesia

E-mail: [ifnaldi1965@gmail.com](mailto:ifnaldi1965@gmail.com)

### Lendrawaty

Institut Agama Islam Negeri Curup,  
Bengkulu, Indonesia

E-mail: [lendrawati@iaincurup.ac.id](mailto:lendrawati@iaincurup.ac.id)

### Hartini

Institut Agama Islam Negeri Curup,  
Bengkulu, Indonesia

E-mail: [hartini@iaincurup.ac.id](mailto:hartini@iaincurup.ac.id)

### Fathur Rizki

Student in Istanbul Sabahattin Zaim  
University, Turkey

E-mail: [ifnaldi.fathur@std.izu.edu.tr](mailto:ifnaldi.fathur@std.izu.edu.tr)

\*) Corresponding Author

**Abstract:** The purposes of this research are to find out a) the strategies in human resources development to improve the quality of Postgraduate lecturers at IAIN Curup, (b) supporting factors, and (c) the obstacles of human rights development. Using qualitative research method, the data were collected through interviews and documentary study. The research results showed that the strategies used for developing human resources or improving the quality of postgraduate lecturers include: (1) organizing the research methodology training; (2) holding the scientific journal writing training; (3) holding book writing/teaching materials training; and (4) involving lecturers into National and International Seminars. Supporting factors for human resource development are (a) high commitment of IAIN Curup Postgraduate management, (b) organization and socialization activities for professors acceleration programs, and (c) conducting coaching clinic activities for reputable international publications, in the form of programs to publish research results in reputable international scientific journals. Meanwhile, the obstacles are inadequate infrastructure and limited funds because there are still few students and tuition fee is still in the third category in the Ministry of Religion's General Cost Standards (SBU). The funds have not been fully handed over to the Postgraduate, because it is still centralized at the Institute, if the Postgraduate organize an activity, it must be approved by the Institute before it run.

**Abstrak:** Tujuan yang ingin dicapai dalam penelitian ini adalah (a) untuk mengetahui strategi yang dilakukan dalam pengembangan sumberdaya manusia untuk meningkatkan mutu dosen Pascasarjana di IAIN Curup, (b) untuk mengetahui factor pendukung dan (c) untuk mengetahui kendala dalam pengembangan sumberdaya manusia. Metodologi penelitian yang digunakan adalah metode kualitatif. Data dikumpulkan melalui wawancara dan data yang diperoleh dari bagian Tata Usaha Pascasarjana. Berdasarkan hasil penelitian yang ditemukan dari wawancara, strategi yang dilakukan untuk pengembangan sumber daya manusia dalam meningkatkan mutu dosen Pascasarjana antara lain: (1) mengadakan pelatihan metodologi penelitian, (2) mengadakan pelatihan penulisan jurnal ilmiah, (3) mengadakan pelatihan penulisan buku/bahan ajar; dan (4) mengikutsertakan dosen ke acara Seminar Nasional dan Internasional. Faktor pendukung pengembangan SDM adalah (a) unsur pimpinan yang terkait pengembangan SDM dosen pascasarjana mempunyai komitmen nyata untuk memajukan

*lembaga Pascasarjana IAIN Curup, (b) Pascasarjana tiap tahun mengadakan kegiatan sosialisasi program percepatan guru besar, berupa program diskusi terfokus dalam rangka memberikan pemahaman terkait pelaksanaan program, dan (c) kegiatan coaching clinic publikasi internasional bereputasi, berupa program dalam rangka publikasi hasil riset pada jurnal ilmiah internasional bereputasi. Sementara kendalanya adalah sarana prasarana yang tidak memadai dan dana yang masih terbatas karena mahasiswa masih sedikit dan SPP masih kategori ketiga dalam Standar Biaya Umum (SBU) Kemenag. Dana tersebut belum di serahkan sepenuhnya ke Pascasarjana, karena masih sentralistik di Institut, kalau Pascasarjana melakukan suatu kegiatan harus disetujui oleh institut dulu baru bisa melakukan suatu kegiatan.*

**Keywords:** *Strategy, Development of Human Resources, Quality of Lecturer*

## INTRODUCTION

One of the reasons for the low quality of education is lack of professional education management in higher education institutions which need to be organized professionally so that the quality of lecturers can be improved. In fact, several universities are lack of quality and professional lecturers which, of course, has an impact on the quality of graduates produced by these higher education institutions. For this reason, efforts to improve the quality and professionalism of lecturers should be done.

Based on human resource development activities in relation to improving the quality of lecturers, it is in accordance with the results of Hadis oebroto's research that to improve lecturer performance in relation to the Tri Dharma of Higher Education, lecturers can combine formal (advanced) and non-formal education (internships, training, seminars). It is also supported by Mamusung (2005) that efforts to improve the quality of lecturers can be carried out if the lecturers participate in further education, namely training, internships, seminars and upgrades. In this connection also Megary and Dean in (Riduwan, 2009) stated that lecturers are required to utilize and develop their professional competencies, so that they can improve their performance in performing functional tasks, because future education demands high quality educational skills.

Then in Hill's (2003) study, it was found that the quality of lecturers had the strongest

influence in the lecture process, in addition to class conditions or the quality of visual presentations. It is clear that students need qualified lecturers and to achieve this requires the implementation of a human resource development strategy in accordance with the vision and mission of the organization is needed. In Alahloo's research, et al (2005) stated that the factors that slowed strategy implementation in higher education include a lack of appropriate strategic planning, political factors related to power, mismatch of university staff programs, insufficient allocation of resources, and there are not enough employees related to the vision and mission, and to achieve the expected quality of lecturers, these inhibiting factors must be used as strengths and opportunities to overcome weaknesses and threats so that the implementation of lecturer resource development can run and be directed.

relevant previous research also relates to human resources, namely Purwaningsih (2016) regarding the Evaluation of the Human Resource Development Program of the Santo Georgous Foundation in Bandar Lampung and the results of his research show that at the basic context stage and program objectives have met criteria with high ranking can then be continued and developed. However, the analysis of training and development needs has not been done until the analysis of the needs of employees and lecturers and the people served by them, it is necessary to make improvements. At the

input stage of the program, it can be concluded that: a) the program strategy is designed in accordance with the objectives and priorities of the foundation's human resource development, the foundation's support for program implementation is clear and firm in the regulations, policies and rules of the foundation, supporting infrastructure and facilities, program implementation adequate, foundations that already have human resources with adequate qualifications to be in charge of the program. Findarti (2016) also carried out almost the same research on human resources, where the results of his research showed that human resource development had a positive effect on employee performance. Susilowati (2013) conducted a study on the Effect of Aspects of Human Resource Management on Improving Organizational Performance in the Automotive Industry in Indonesia and the results of this study state that aspects of human resources management have a direct and significant positive effect on organizational performance in the automotive industry in Indonesia. Firman (2016) also carried out the same research as Susilowati, namely regarding the Effect of Human Resource Planning and Development on the Workers of Pt. Permata Bahari Mall Indonesia and the results of this study show that HR planning and development has a positive effect on employee performance. Siddik (2015) conducted research on the Effect of Organizational Culture, Quality of Human Resources, Motivation and Discipline on Employee Performance at the Plantation and Forestry Office of Sarolangun Regency. This study is a combination of previous studies whose results have a positive influence on employee performance. Ramby (2013) did research on the implementation of human resource management in improving the quality of education at Madrasah Tsanawiyah Negeri 1 in Padang Sidempuan. The results of this study state that human resources planning is designed and arranged systematically and based on the independence of the school by taking into account the characteristics of the

school, human resources recruitment is carried out openly, independently and by prioritizing the principles of professionalism as well as transparency and selection are considered to have fulfilled the professional element. From previous studies. Previous research mostly used quantitative research and all of them were related to the performance of staff and lecturers, while the research that will be carried out by researchers now is also about human resources, but is related to the evaluation of human resource management in higher educational institutions, namely at the postgraduate level whose object is a lecturer and his research uses qualitative methods, where by using qualitative research methods this research will be more in-depth so that it can clearly describe the process of human resource development and find things that are of urgency in human resource management in IAIN Curup Postgraduate.

Referring to existing problems and previous research, the researchers felt the need to carry out research on human resource development at the IAIN Curup Postgraduate Program to improve the quality of IAIN Curup Postgraduate lecturers who would be useful in submitting accreditation of study programs in the IAIN Curup Postgraduate environment.

Lecturers must have superior competencies, especially mastery of science and technology through activities that are relevant to human resource development, so that their abilities and performance can also be increased (Nu Graha, 2001) to support the achievement of the desired quality standards and acceleration to become professors. According to Wattimena (2010), The higher the education of the lecturers, the higher the quality of a college. Therefore, of the various lecturer quality improvement programs, the most absolute one is Advanced Education in master and doctoral levels.

Researchers have the perception that the discussion of human resource development strategies in increasing the ability of lecturers is an interesting study, considering that each university has different strategies

for doing so. In addition, a study of this strategy is needed by every university, considering that each university requires an alternative strategy to improve the quality of lecturers in its environment, in order to support the achievement of the university's vision, mission, and goals.

This research has a very high urgency. As previously explained, human resource development strategies to improve the quality of lecturers need to be carried out to support the achievement of the university's vision and mission. In addition, human resource development has a considerable contribution in increasing the nation's competitiveness and developing knowledge. Therefore, every university needs a strategy that can help lecturers to continuously improve their quality, so that lecturers can increase their productivity.

## **METHOD**

### **Type of Research**

The research approach used in this research is a qualitative approach, Bogdan and Taylor (Mantja, 2007) define qualitative research as a research procedure in the form of descriptions that explain speech phrases (interview results), one's behavior (observations) and are supported by documents. Either in the form of photos, videos, or notes (results of documentation study). Thus, through this qualitative research the researcher can reveal things that are ignored by other research methods, such as trust, hope, love, and so on. Through qualitative research, it can be described what actually happened that was not necessarily visible to other methods.

The use of a qualitative approach in this research is based on several considerations, namely: (1) this study aims to reveal the strategy of developing human resources for lecturers in improving the quality of lecturers, researchers naturally reveal what is in the field without any engineering from researchers; (2) the researcher presented the results of the study in a descriptive manner, complemented by an interview transcript and supported by documents obtained from the

research results; (3) the researcher gives meaning to the results of research which is carried out carefully so that the meaning given is exactly the same as the results of research in the field.

The subjects in this study were the Director (46 years old), Deputy Director, Chair Person of Study Program, Head of Sub-Section, and lecturers Postgraduate Program who taught from 2017-2020. Data analysis technique used in this study was that proposed by Miles and Huberman, including data reduction, data display and conclusion drawing and verification.

## **RESULT AND DISCUSSION**

### **Result**

As previously stated, there are three purposes of this study, namely: a) the strategies in human resources development to improve the quality of Postgraduate lecturers at IAIN Curup, (b) supporting factors, and (c) the obstacles of human rights development.

#### **1. The Strategies to Improve the Quality of Postgraduate Lecturers at IAIN Curup**

Based on the results of the research regarding human resource development strategies to improve the quality of postgraduate lecturers of Curup State Islamic Institute Postgraduate Program are as follow: among others: (1) conduct research methodology training (2) holding scientific journal writing training; (3) conducting training on writing books/teaching materials; and (4) participating in national and international seminars.

##### **a. Organizing Research Methodology Training**

Based on the researcher interview with the Director of the Postgraduate Program of IAIN Curup, it was found the fact as follows:

"Actually, in the world of education all elements must upgrade, this methodology is an important point to be upgraded because the

development of science continues to advance, so that if lecturers do not upgrade their knowledge, their scientific capacity for methodology will die, so it's very important for postgraduate lecturers to do a training" (Interviews with director of postgraduate IAIN

Curup, 02 July 2020).

Research methodology training means a refresher so that lecturers at the Postgraduate Program remain creative, innovative and competitive in obtaining research, existing research both in the research and development ministry of the Ministry of Religion of the Republic of Indonesia as well as community service research at LPPM. For the development of human resources, this was also emphasized by the Deputy Director of the Postgraduate Program regarding the improvement of human resources and the quality of lecturers in this methodology training, he argued that:

"This research methodology training is very necessary, because many of the postgraduate lecturers of IAIN Curup are widely used in the bureaucracy on campus. Therefore, it is very necessary for them to conduct training, because with the busy work of the bureaucracy, *Tri Dharma Perguruan Tinggi* is somewhat neglected so that with the training of these doctors has sparked enthusiasm again" (Interview with the vice-director of Postgraduate program of IAIN Curup, 03 July 2020).

Furthermore, he passed the results of interviews with the Heads of Study Programs in the IAIN Curup Postgraduate environment, namely the Head of the Agama Islam Education Study Program and the Chair of the Islamic Family Law Study Program also emphasized that:

"This research methodology training really needs to be done, because many of the IAIN Curup Postgraduate

lecturers have different educational backgrounds, among others, from general education, religious education, and from the discipline of law. Thematic as a collection of verses related to their content, there is another *tahlili* methodology which means explaining something, such as the veil seen in the eyes of the content, and there is *anjmal* methodology which means globally the methodology in the science of Interpretation, with this variety it is very necessary to hold research methodology training in accordance with their respective fields of knowledge (Interview with head of study program of HKI IAIN Curup, 03 July 2020).

The same thing was also confirmed by lecturers at the IAIN Curup Postgraduate Program, both lecturers in the Islamic Religious Education Study Program, Islamic Education Management, and Islamic Family Law, that in general research methodology training needs to be held like what one of them said. Lecturer of Islamic Religious Education he said:

"This research methodology training is very important, because if we look at the levels and values of a scientific work, starting from the preparation of a bachelor's degree, which is still a beginner, but for a thesis they have to find a theory or they can refute the old theory and provide arguments more valid and accountable" (Interview with postgraduate lecturer IAIN Curup, 04 July 2020).

Based on the results of the interview above, the lecturer as a lecturer in Islamic Education Management stated that:

"Research methodology training for lecturers in post is very necessary, it should also be done, not only in Postgraduate, if possible, for students, because the majority of lecturers in this postgraduate study guide student theses, if the methodology is not strong, then

the student thesis will be lacking quality and good" (Interview with postgraduate lecturer IAIN Curup, 04 July 2020).

Based on the results of interviews from informants from the formulation of the problems discussed above, it can be concluded that to improve the quality of lecturers at the IAIN Curup Postgraduate Program by holding methodological training is very important, because it will contribute and strengthen the scientific research by the lecturer in guiding the thesis is more focused and focused.

#### **b. Organizing Scientific Journal Writing Training**

In addition to organizing research methodology training for IAIN Curup Postgraduate lecturers to improve the quality of lecturers, it is also necessary to write scientific journals for both national and international accredited journals. This can be seen from the results of the interview with the Director of the Postgraduate Program on July 6, 2021 as follows:

"Yes, it is very necessary, (1) because the journal is now online based, in the past it was still a print journal, because now it is online, lecturers must understand the changes or transformations of a print journal to an online journal and in understanding it must be detailed because it is interrelated. So, lecturers must improve themselves in dealing with the online-based journal; (2) As far as I remember, in 2018 yesterday when I was the head of P3M, in principle, one job was one scientific journal, so in principle, to improve the quality of the lecturer, he had to write in a journal; (3) the place where the lecturers' journals are written already exists. I see many lecturers after they have not really been able to write in scientific journals, of course with this training they will reopen their insights that had been extinguished during that time"

In addition, the author wants to confirm again with one of the professors in the Islamic Family Law Study Program. He also said that:

"Training in writing scientific journals is very necessary, writing activities are in the form of research and journals, that's all important. The journal is a place for writing lecturers' scientific works, so that their work can be read by others, because research methodology is closely related to research" (Interview with lecturer postgraduate IAIN Curup, 06 July 2020).

Then this scientific journal Writing Training is important to hold for IAIN Curup Postgraduate lecturers, this was also said by the Vice Rector III as a lecturer in the Islamic Religious Education study program, said:

"Journal training for Postgraduate lecturers is very much needed, because the results of lecturers' research will later be published in journals or published as reference material for postgraduate and undergraduate students to make theses and theses. It is also a requirement for lecturers to collect a promotion grade" (Interview with a lecturer postgraduate IAIN Curup, 06 July 2020).

Furthermore, this journal training needs to be carried out for postgraduate lecturers so that these lecturers always innovate, create and express themselves according to their respective fields of knowledge according to what was said by the Vice Chancellor I of IAIN Curup as a lecturer in the Islamic Religious Education study program, lecturer, age 54 years old says:

"Indeed, it is very necessary to hold accredited journal writing training for lecturers in Post, because lecturers in this post are expected to become candidates for professors or professors in our place, if this is done by lecturers seriously I am sure the lecturers are able and fast to become professor" (Interview

with the vice-rector I as the lecturer of postgraduate IAIN Curup, 07 July 2020).

In addition, this journal training is important to do for lecturers in addition to improving writing skills and also to increase the accreditation of campuses and study programs at the postgraduate level so that the accreditation of institutes and study programs can increase, this is what the Deputy Director of Postgraduate, said:

"This journal training in Post is very necessary, if possible 2 times in one year, because the journal is the latest or latest research result, it even shows the quality of the lecturers, the more the lecturers write journals the better their reputation as academics. But sometimes there is an obstacle for these lecturers to write journals, most of them hold positions or as officials in the IAIN" (Interview with the vice-director, the lecturer of postgraduate IAIN Curup, 07 July 2020).

In line with that, the Chair of the Postgraduate Quality Group also said that scientific journal training is also very necessary as he conveyed:

"This research method is the point to be improved because the development of science continues to advance, so that if a lecturer does not abrade the scientific capacity of the research methodology, it means that the lecturer will stop being a real lecturer, because conducting research methodology training can also be their guide to making journals because theoretically, they are no longer in dispute" (Interview with the head of quality group postgraduate student IAIN as the postgraduate lecturer of IAIN Curup, 07 July 2020).

Based on the results of interviews from informants about the strategies for developing the human resources of IAIN

Curup Postgraduate lecturers in improving their quality, one of which is by holding scientific journal training in general both from the leadership of the lecturers and quality assurance at the IAIN Curup Postgraduate program, it can be concluded that it is indeed to improve the quality of scientific journal training lecturers. It really needs to be done for lecturers in post which will have an impact on the acceleration of professors and institutional accreditation, in addition to improving the competence of the lecturers themselves.

### **c. Organizing Book Writing Training**

Lecturers at the IAIN Curup Postgraduate Program with a total of 28 people in writing reference books are very limited and inadequate, resulting in many lecturers who have not published books individually, only there is a book writing program from the IAIN Curup Quality Assurance Institute (LPM) and that opportunity is what used by lecturers. For this reason, the strategy of developing lecturers' human resources in improving the quality of one of the strategies in Postgraduate is carried out by training in book writing so that the lecturers are motivated to write books. Like what was conveyed by the Director of the Postgraduate said:

"This book writing training is also very important, that's the difference between teachers and lecturers, lecturers are not only teaching and educational work, lecturers who don't write books are not lecturers, because the lecturer teaches, educates, and writes/ researches and serves and the results of education are him. must write as a lecturer, intellectual work must be documented and known to others" (Interview with the director of postgraduate, 08 July 2020).

The same thing was conveyed by a senior lecturer at the IAIN Curup Postgraduate Program, he said that:

"Writing book training is necessary, because books are a source of knowledge, how can lecturers deliver courses well, if the lecturers themselves do not have books according to the subject being taught, writing a book is different from writing research. Research is something that can be reported if a book is the result of references and reasoning from existing references. The book is a collection of other books and an analytical dissertation on its own" (Interview with a senior lecturer of postgraduate program in IAIN Curup, 07 July 2020).

Then it was also strengthened by the opinion of the Dean of the Tarbiyah Faculty as a lecturer in the Islamic education study program said:

"Training held by researchers on human resource development strategies in improving the quality of lecturers in post, book writing training is very necessary, because a lecturer is a scientist, a lecturer must be able to write books, because books are a reference for teaching courses, do not include lecturers. post only, lecturers from S1 should also be included" (Interview with the dean of Tarbiyah faculty as the lecturer of postgraduate Islamic studies department IAIN Curup, 07 July 2020).

Furthermore, the Head of the IAIN Curup Postgraduate Quality Group lecturer (40 years old) also said that:

"Book writing training really needs to be held, because the lecturer is a lecturer, educator, and also researcher. To publish educational results, a lecturer must write a book and document it so that it can be known by many people and if the lecturer does not write it is not the real lecturer" (Interview with the head of quality group postgraduate program, 07 July 2020).

#### **d. Supporting Lecturers in Attending National and International Seminar**

Strategies for developing human resources in improving the quality of lecturers include methodology training, journal writing training, book writing workshops, and conducting national and international seminars. This national and international seminar needs to be participated by postgraduate lecturers of IAIN Curup as keynote speakers, presenters, and participants in order to add insight and knowledge. As stated by the Postgraduate Director of IAIN Curup:

"Lecturers must have international insight, so the seminar is part of increasing the scientific insight of the lecturers to the science of international civilization, then after, in this case, he initiated an international seminar with Fatani University in Thailand" (Interview with the director postgraduate 09 July 2020).

The participation of lecturers in national and international seminars is suggested by the leadership so that they should not always be participants, at least as a presenter. In line with this, the lecturer of Islamic Family Law lecturer (60 years old), said:

"The participation of lecturers in national and international seminars is very much needed because it will add insight to the lecturers about the theme being discussed, we can act as presenters, moderators, and participants" (Interview with lecturer age 60 years old, 08 July 2020).

Then also reinforced by other lecturers about the participation of these international seminars as conveyed by lecturer age 46 years old:

"Strongly agree to take part in this national and international seminar because

it will add experience, insight, and personality”(Interview with the director of postgraduate 08 July 2020).

Based on the results of interviews from informants about the IAIN Curup Postgraduate lecturers' human resources development strategy in improving quality by including lecturers at international and national seminars as keynote speakers, presenters, and participants, these lecturers can add insight and knowledge as well as increase credibility campus at the national level so that the campus can match other Islamic institution in Indonesia.

## **2. Factors Supporting the Enhancement of Lecturers' Quality in IAIN Postgraduate Quality**

In 2020 there have been various efforts made by IAIN Curup chairman and Postgraduate leaders to improve the quality of Human Resources (HR), especially for lecturers. One of these efforts is in the form of an acceleration program for professors in 2019, this program is focused on: (1) socialization of the acceleration program for professors, in the form of a focused discussion program in order to provide understanding regarding program implementation, and (2) coaching clinic activities for reputable international publications, in the form of a program for the publication of research results in reputable international scientific journals. This program is carried out in the form of coaching, review articles, and submission to reputable international journals. The same thing was conveyed by the Rector, lecturer age 50 years old, he said:

"IAIN Curup actually has many lecturers who have the potential to become professors. "Currently we have twenty-five lecturers who have the potential to become professors, they are lecturers and head lecturers and have taken doctoral programs," he said.

The Chancellor admitted that currently IAIN Curup is experiencing a professorship crisis. This condition, said the chancellor, was an obstacle to the process of changing the status to UIN. As he conveyed,

"The requirements for transferring our status that are lacking are professors, if the number of doctors is fulfilled, the land area is also already, the ratio of our lecturers and students have met." (Welcoming speech of IAIN Curup Rector While FGD professor clinic acceleration 2020).

The acceleration of this professor has been carried out by the IAIN Curup postgraduate program in improving the quality of lecturers by holding an FGD inviting speakers as well as a companion, namely Prof. Dr. Sutrisno, MA (from UIN Yogyakarta), Prof. Dr. Muhammad Khalifah, M. Pd (from UIN Makassar) as conveyed by the Director of Postgraduate IAIN Curup:

"The IAIN Curup Postgraduate effort to improve the quality of its lecturers is to hold an FGD on Mentoring which starts from how to write articles that are in accordance with Scopus standards and how to choose the right Scopus journal according to our articles. After the content is deemed to have met the Scopus standard, then proceed with the translation process and submit it to the appropriate journal until the stage is accepted." (Interview with postgraduate program of IAIN. 08 Juli 2020).

The targets for the acceleration of professors in 2020 are senior lecturers who have graduated over 3 years with functional positions as Head Lector (IV / a), and lecturers with functional positions as Head Lector (IV/b). so that lecturers who have fulfilled the rank of becoming professors should always improve the quality and quantity of their scientific papers, especially in reputable international journals, and write books as an effort to improve their professionalism. This was also conveyed by

the Vice Rector I for Academic and Curriculum Affairs.

"We have programmed the efforts to accelerate the professorships in the IAIN Curup DIPA in the field of Vice Rector I, so that senior lecturers who have been over 3 years and over so that we facilitate them to encourage them to become professors in their respective fields. We have FGD by presenting narcotics from outside (Yogyakarta and Makassar)." (Interview with the vice-rector I as the lecturer of postgraduate program of IAIN Curup, 09 July 2020).

So based on the opinions and results of publications and interviews with several stockholders on the campus of Curup institute of Islamic studies, it can be concluded that the leadership elements involved in the Curup IAIN Institute are real and commitment to improving the quality of the IAIN Curup postgraduate lecturers to provide the widest possible opportunity for lecturers. Lecturer for professor acceleration supported by related elements as stated in the results of the interview above. Furthermore, in addition to holding FGDs for accelerated professors, the leadership and postgraduate also held joint seminars as well as visiting student studies with lecturers from abroad (Malaysia, Thailand, and Singapore).

The activities of this Visiting study and joint international seminar (study visit) were students and lecturers of the IAIN Curup Postgraduate Program accompanied by the Chancellor of IAIN Curup, Director of the IAIN Curup Postgraduate Program, became the Keynote Speaker at Fatony University along with other postgraduate educators / lecturers. While in Malaysia, Singapore, and Thailand, the Visiting study group (study visit) was also scheduled to hold a joint international seminar at Fatani University Thailand. As stated by the Deputy Director of the IAIN Curup Postgraduate:

"In the 2020/2021 academic year, postgraduate students and lecturers held

study visits and joint international seminars in Thailand. This postgraduate program is fully supported by the leadership because the entire budget needed for the lecturer is included in the IAIN Curup DIPA" (Interview with the vice-rector I as the lecturer of Postgraduate program of IAIN Curup, 07 July 2020).

Acceleration of professors, joint seminars, visiting study abroad as support for improving the quality of lecturers at the IAIN Curup Postgraduate Program, currently 35 young lecturers with the ranks of Lectors III / c and III / d are continuing their studies at the doctoral level in universities. State and private universities in Indonesia, this reflects that postgraduate and leadership elements at IAIN Curup provide opportunities for lecturers to compete to improve their own quality, such as the results of interviews with researchers with the Head of Quality Development Center for Lecturers of the IAIN Curup Quality Assurance Institute who is also currently pursuing a doctoral education:

"Based on the information available in LPM, it is recorded that approximately 30 IAIN Curup lecturers are currently studying S3 at several universities in Indonesia such as: (UNIB Bengkulu, UMY Yogyakarta, IAIN Bengkulu, UNJ, UIN Bandung, UIN Jakarta, UIIM Malaysia, Monas University Australia, and lecturers who have achieved doctoral degrees total 28 people)"(Interview with the secretary 10 July 2020).

The same thing was conveyed by the lecturer who was continuing the doctoral program, he also said:

"At the IAIN Curup campus, there is currently a significant change in the lecturers who teach at the undergraduate program, the majority of the lecturers continue to the doctoral program and

the institution provides the opportunity provided that they do not neglect their main duties as lecturers." (Interview with lecturer HKI).

So based on the opinions and results of publications and interviews with several elements of leadership and quality assurance of IAIN Curup, it can be concluded that the leadership elements related to human resource development for postgraduate and undergraduate lecturers have a real commitment to advancing the IAIN Curup Postgraduate institution.

### **3. Constraints Faced in Improving the Quality of Lecturers at the IAIN Curup Postgraduate Program**

One aspect that should get the main attention by every education manager is regarding educational facilities. Educational facilities generally include all facilities that are directly used and support the educational process, such as: buildings, classes, educational equipment or media, tables, chairs, and so on. Meanwhile, what is meant by infrastructure are those that indirectly support the education process, such as: yards, gardens or school gardens, or roads leading to the campus.

Basically, educational facilities can be grouped into four groups, namely land, buildings, equipment and furniture (site, building, equipment, and furniture). In order for all these facilities to make a meaningful contribution to the course of the educational process, they should be managed properly. Management referred to includes: (1) Planning, (2) Procurement, (3) Inventory, (4) Storage, (5) Arrangement, (6) Usage, (7) Maintenance, and (8) Abolition. Seeing that the means to support quality improvement in postgraduate are still very minimal, as stated by the Director that:

"We are lacking in terms of infrastructure, such as insufficient lecturers' space, other facilities are also incomplete, but in the post-year-end

development budget year is completed, Insha Allah, hopefully the infrastructure will be fulfilled" (Interview with the director of Postgraduate IAIN Curup).

So, in general, facilities and infrastructure are tools to support the success of a process carried out in public services, because if these two things are not available then all activities carried out will not be able to achieve the expected results according to the plan. Besides that, it is operational funds for activities and assistance to support education. In the IAIN Curup Postgraduate Program in the last 4 years, funds are still limited, as conveyed by the Head of the General and Finance Subdivision:

"To improve the quality of lecturers, the allocation of funds is still very limited because the assistance to improve the quality of lecturers is taken from student tuition fees, while students at IAIN Curup are still small" (Interview with the head of general and finance subdivision postgraduate program).

Besides that, it was also strengthened by an explanation from the Director of Postgraduate Program at IAIN Curup saying:

"Indeed, the budget for assistance in improving the quality of lecturers in post has not been maximally budgeted according to existing regulations, because our students are very limited in terms of numbers, the budget for such activities is estimated from single tuition fees"

Based on the results of interviews from informants about the obstacles encountered in the human resources development strategy of IAIN Curup Postgraduate lecturers in improving quality, it is a matter of facilities and infrastructure. The problem of hardware facilities and infrastructure already exists but is still limited and the funding for assistance is operational and for lecturers, there is already a maximum. The point is that the

leadership in taking a policy in global human resource development has been supportive.

So, in general, facilities and infrastructure are tools to support the success of a process of efforts carried out in public services, because if these two things are not available then all activities carried out will not be able to achieve the expected results according to the plan. Besides that, funds are also important, funds are a means of supporting an activity.

Apart from the results of the researchers' interviews with several sources, according to the observations of researchers who are also part of the IAIN Curup Postgraduate Program, the obstacles in improving the quality of lecturers are:

**a. Infrastructure**

1) Lecture classes are very limited

The lecture hall consists of four rooms, namely two rooms on the second floor and two rooms on the third floor. The study room is equipped with air conditioning but the blackboard still uses a white board, only one room has a glass blackboard.

2) Library rooms are still not represented the IAIN Curup Postgraduate Building does not yet have an ideal library, like a library where books are stored. There is no special librarian officer, no cataloging is done in the library room.

3) Rooms for vice-director and the head of study program are inadequate

The deputy director's room is next to the Postgraduate Director's room, measuring 2x3 m, while the chair of the study program, which consists of three people, is placed in one room.

4) Internet connection still has a problem in all floors. Wifi connection at the Postgraduate Program often has problems, it often doesn't connect, lecturers who teach using wifi facilities often complain about this wifi interference.

5) Quality Group just formed and has not yet played a role.

The quality cluster at Postgraduate Program has just been formed this academic year, its task is to control and improve the quality of lecturers and students.

6) Lack of staff

There are only two postgraduate administrative staffs in charge of assisting faculty and student services, and even then study program work and postgraduate work are done by only 2 staff members currently.

**b. Limited fund**

The human resource development strategy in improving the quality of lecturers at the IAIN Curup postgraduate program is also a problem of funding allocations, Postgraduate which has only been operating for the last 4 years in terms of infrastructure, some of them already exist, but the allocation of funds from the institute is still limited, as conveyed by the Head of the General Affairs Subdivision and finance the Postgraduate IAIN Curup:

"Funds to carry out activities at postgraduate level are currently very limited mainly due to the small number of students and the amount of tuition fees or SPP is still low compared to other Islamic institutions in Indonesia" (Interview with the head of general and finance subdivision postgraduate program, 14 July 2020).

The same thing was also conveyed by the Head of Postgraduate Quality Assurance of IAIN Curup, said:

"Indeed, in this postgraduate program, in terms of funds, there is still very little funding to carry out activities, even though we have submitted it to the institution, but the institution is still limited to budgeting it, in addition, this fund is still centralized from the institute." (Interview with the Head of Quality Assurance, 14 July 2020).

The limited funds disbursed to the IAIN Curup Postgraduate Program to improve the quality of lecturers, a strengthening program in the form of activities described in the TOR is still limited because students are still few and tuition fee is still the third category in the General Cost Standard (SBU) of the Ministry of Religion as conveyed by the IAIN Postgraduate Director Curup.

"We are in post that until now the problem of funds is still lacking and these funds have not been fully submitted to the post, because it is still centralized at the Institute, if we carry out an activity it must be approved by the Dudlu Institute, then we can carry out an activity." (Interview with the director of Postgraduate program 15 July 2020).

Based on the above interview with the informants it can be concluded that in the process of activities held by postgraduate students academically have been carried out well even with limited funds, but the institution continues to strive every year to continue to provide funding allocations slightly to increase the quality of lecturers at postgraduate level.

## **Discussion**

From the research results, it was found that human resource development strategies to improve the quality of lecturers at the Postgraduate Program of IAIN Curup included four ways, namely: holding a research methodology training, organizing book writing / teaching materials training, organizing scientific journal writing training, and supporting lecturers in attending national and international seminar. The finding of this research is in line with the results of previous research from Wattimena (2010), there is a direct influence of seminars and training on organizational support based on statistics, seminar and training variables have a significant direct effect on organizational support. The indication of this finding is that seminar and training programs have an

influence on organizational support. From the positive beta value, it can be concluded that with increasing seminars and training for lecturers, organizational support will also increase. Seminars and training are part of off-the-job training outside the workplace, this program provides lecturers with the skills and knowledge needed to carry out work at a time that is separate from the lecturer's regular working time, so that briefly the lecturers have gained new knowledge and relevant to the duties and responsibilities as a lecturer. It is also supported by Mamusung (2005) that efforts to improve the quality of lecturers can be carried out if the lecturers participate in further education, namely training, internships, seminars and upgrades. In this connection also Megary and Dean in Riduwan, (2009) stated that lecturers are required to utilize and develop their professional competencies, so that they can improve their performance in performing functional tasks, because future education demands high quality educational skills.

Supportive factors for this program have been focused on socialization of the acceleration program for professors, in the form of a focused discussion program in order to provide an understanding of program implementation,

Coaching clinic activities for reputable international publications, in the form of programs for the publication of research results in reputable international scientific journals. This program is carried out in the form of coaching, review articles, and submission to reputable international journals. Constraints faced by Postgraduate Program IAIN Curup in improving the quality of lecturers involve two things, namely: lack of infrastructure and of funds.

## **CONCLUSION**

Based on the formulation of the problem posed in this study, the results of the study can be concluded as follows:

1. Strategies for developing human resources in improving the quality of lecturers at the IAIN Curup postgraduate

- program: (a) conducting research methodology training; (b) organizing book writing training; (c) carry out reputable international journal writing training; (d) involve lecturers in scientific activities such as national and international seminars.
2. Supporting factors undertaken by postgraduate students for developing human resources to improve the quality of lecturers are: (1) holding training in the form of socialization activities for professor acceleration programs, in the form of focused discussion programs in order to provide understanding regarding program implementation, and (2) ) coaching clinic for publication of international and reputable journals, in the form of programs for the publication of research results in reputable international scientific journals. This program is carried out in the form of coaching, review articles, and submission to reputable international journals.
  3. The obstacles faced in developing human resources to improve the quality of postgraduate lecturers are regarding educational facilities. Educational facilities generally include all facilities that are directly used and support the educational process, such as: buildings, study rooms or classes, educational equipment or media, tables, chairs, and so on. Meanwhile, what is meant by facilities / infrastructure are those that indirectly support the educational process, such as roads leading to campus.
3. It is hoped that readers will provide knowledge and motivation to improve their respective competencies so that they are not left behind in the 4.0
  4. By limited time and research's fund, hope this research will continued with the similar focus research in the future.

## REFERENCES

- Dacholfany. (2019). Inisiasi Strategi Manajemen Lembaga Pendidikan Islam dalam Meningkatkan Mutu Sumber Daya Manusia Islami di Indonesia dalam Menghadapi Era Globalisasi. *At-Tajdid : Jurnal Pendidikan Dan Pemikiran Islam*. <https://ojs.ummetro.ac.id/index.php/attajdid/article/view/330/264>
- Engkoswara, & Komariah, A. (2010). *Administrasi Pendidikan*. Alfabeta.
- Findarti, F. R. (2016). Pengaruh Pengembangan Sumber Daya Manusia Terhadap Kinerja Pegawai Pada Kantor Badan Kepegawaian Daerah Provinsi Kalimantan Timur. *EJournal Ilmu Administrasi Bisnis*, 4(4), 937–946.
- Firman, R. (2016). *Pengaruh Perencanaan Dan Pengembangan sumber Daya Manusia Terhadap Kinerja Karyawan Pt Permata Bahari Mal Indonesia*. Universitas Muhammadiyah Malang.
- Hadisoebroto, A. E. (2002). *Analisis Pengembangan SDM Terhadap Kinerja Dosen PSM pada Perguruan Tinggi Swasta di Malang*. Universitas Brawijaya.
- Hariandja, M. T. E. (2002). *Manajemen Sumber Daya Manusia*. Grasindo.
- Hasibuan, M. (2013). *Manajemen Sumber Daya Manusia*. PT. Bumi Aksara.
- Khumaedi, E. (2016). Pengaruh antara Disiplin dan Motivasi Kerja terhadap Kinerja Pegawai PT. Angkasa Pura I. *Jurnal Ilmiah Manajemen Dan Bisnis*, 2(1).
- Mangkunegara, A. P. (2000). *Manajemen Sumber Daya Manusia*. PT. Remaja Rosda Karya.
- Mansur. (2016). *Share Ilmu: Makalah*

- Strategi Pengembangan Pendidikan Islam Di Ponpes.* <http://menzour.blogspot.com/2016/11/Makalah-Strategi-pengembangan.html>
- Mathis, R. L., & Jackson, J. H. (2012). *Manajemen Sumber Daya Manusia*. Salemba Empat.
- Nawawi, H. (2005). *Manajemen Sumber Daya Manusia*. Gadjah Mada Universitas Press.
- Nu Graha, A. (2001). *Pengaruh Pelatihan Terhadap Kemampuan Karyawan dan Dampaknya Terhadap Kinerja Karyawan*. Universitas Brawijaya.
- Prihantoro, A. (2012). Peningkatan Kinerja Sumber Daya Manusia Melalui Motivasi, Disiplin, Lingkungan Kerja, Dan Komitmen. *Jurnal Unimus*, 8(2), 78–98.
- Ramby, A. D. (2013). *Pelaksanaan Manajemen Sumber Daya Manusia Dalam Peningkatan Mutu Pendidikan Di Madrasah Tsanawiyah Negeri 1 Di Padangsidempuan*.
- Siddik, S. (2015). *Pengaruh Budaya Organisasi, kualitas Sumber Daya Manusia, Motivasi dan Disiplin Terhadap Kinerja Pegawai pada Dinas Perkebunan dan Kehutanan Kabupaten Sarolangun*. Program Pascasarjana Universitas Terbuka Jakarta.
- Sumarsono, S. (2003). *Ekonomi Manajemen Sumber Daya Manusia dan Ketenaga kerjaan*. Graha Ilmu.
- Susilowati, et al. (2013). Pengaruh Aspek Pengelolaan Sumber Daya Manusia terhadap Peningkatan Kinerja Organisasi Industri Otomotif di Indonesia. *Jurnal Manajemen Teknologi*, 12(1), 21–39.
- Toha, M. C. (1990). *Teknik Evakuasi Pendidikan*. PT. Raja Grafindo Persada.
- Ulfa, J. M. (n.d.). *Program Studi Ekonomi Syariah Jurusan Ekonomi Islam Fakultas Ekonomi dan Bisnis Islam Institut Agama Islam Negeri (IAIN) Bengkulu*.
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005, 2006. Tentang Guru Dan Dosen*. (n.d.). Citra Umbara.
- Usman, H. (2011). *Manajemen: Teori, Praktek & Riset Pendidikan*. Bumi Aksara.
- Wattimena. (2010). Implementasi Strategi Pengembangan Sumberdaya Manusia dan Dukungan Organisasi. *Jurnal Manajemen Dan Kewirausahaan*, 12(2).
- Wirawan. (2011). *Evaluasi, Teori, Model Standar Eavaluasi dan Profesi*. Raja Grafindo Persada.