



## Human Resource Management In Higher Education Unit Case Study: Trisakti Foundation

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### Abstract

*The education industry, namely the campus, is an educational service provider industry that acts as a place for preparing quality human resources (HR). The Trisakti Foundation is one of the organizations for higher education in Indonesia which has 6 (six) tertiary institutions, namely Trisakti University, ITL Trisakti, STP Trisakti, STIE Trisakti, STMA Trisakti and STMK Trisakti. These six tertiary institutions have their own uniqueness, but there are gaps in the quality of each of these Higher Education Unit. The quality of tertiary institutions in Indonesia is largely determined by the outcomes of education, research and community service carried out by lecturers and then assessed by the National Accreditation Board for Higher Education (BAN-PT). This study aims to find the causes of differences in the quality of higher education, support systems in terms of HR, and provide suggestions for HR management strategies. This study uses a qualitative method using the Framework of HRM Operational Perspective. Respondents are lecturers, HR managers and research managers at each tertiary institution. Research results get higher education units under the auspices of the Trisakti Foundation have references to staffing regulations. In practice, there are several differences in the development of human resources by each Higher Education Unit. This difference can be seen from the existence of development carried out by the Higher Education Unit or there are some details that are not carried out by the Higher Education Unit. The difference lies in Employee Planning, Employee procurement, Promotion and Transfer and Remuneration.*

**Keywords:** HR Management, Higher Education, Trisakti

### 1. INTRODUCTION

The education industry is an educational service provider industry that acts as a place to prepare quality human resources (HR). Quality human resources with a teaching and learning process involves many elements, including: lecturers, students, employees, parents,

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government, facilities and infrastructure, and other parties. various parties will determine the success of a tertiary institution in producing quality graduates. Competition between tertiary institutions in providing educational services to their students and in the process of producing quality graduates has made these tertiary institutions improve one another so that they can provide satisfactory quality services for their students (Cachón-Rodríguez et al. , 2022) .

Higher education human resource management as part of the management of the entire academic community. One of the challenges for higher education managers, especially HR management, is to present the profession of professional lecturers and educational staff where the output is that the campus is ultimately able to produce graduates who are competent in their respective fields, making the campus of superior quality. At the same time the existence of professional employees is a necessity to realize the vision and mission of the college (Aman-Ullah et al. , 2022) .

Trisakti is an educational institution that houses 6 private tertiary institutions in Indonesia, that is, Trisakti University, Trisakti Institute of Transportation and Logistics (ITL Trisakti), Trisakti College of Tourism (STP Trisakti), Trisakti School of Management (STIE Trisakti), Trisakti College of Insurance Management (STMA Trisakti) and Trisakti College of Communication Media (STMK Trisakti). Trisakti University has 9 faculties with 23 Undergraduate Programs and 6 Diploma Programs, 12 Masters Programs and 2 Doctoral Programs. ITL Trisakti has 3 faculties with 6 Undergraduate Programs, 3 Diploma Programs and 1 Master Program. STP Trisakti has 3 Diploma Programs, 3 Undergraduate Programs, 1 Master Program and 1 Doctoral Program. STIE Trisakti has 2 Undergraduate Programs. STMA Trisakti has 4 study programs and STMK Trisakti has 1 Applied Undergraduate Program and 1 Undergraduate Program.

All six Higher Educational Units under the auspices of Trisakti use same rules and regulation in operating the organization. Thus, there are differences in the functional competencies possessed by teaching staff in carrying out their duties. It can be seen from the results of higher education accreditation that Trisakti University has the predicate A (excellent), STIE Trisakti has the predicate A (excellent), STP Trisakti has the predicate A (excellent), STMA Trisakti has the predicate B (very good), ITL Trisakti has the predicate B (very good) while and STMK Trisakti has the predicate C (Good). One of the competency criteria for educators assessed on accreditation is the output of education, research and community service known as the Tridharma of Higher Education which is recorded at <https://sinta.kemdikbud.go.id/>. This website has a score to rank all of university in Indonesia based on Tridharma output. The total score of SINTA for each university shown in Table 1.





**Table 1 SINTA score Higher Education Unit Auspicious Trisakti Foundation**

NO	INSTITUTION	SINTA SCORE
1.	Trisakti University	197.792
2.	STP Trisakti	35.537
3.	STIE Trisakti	20.433
4.	ITL Trisakti	18.132
5.	STMA Trisakti	2739
6.	STMK Trisakti	95

It is necessary to examine more related to human resource management which is more widely applied from each educational unit because educational institutions require effective human resource management to improve organizational performance (Tanjung, 2020) . The demand for efforts to improve the quality of education in Indonesia has implications for the need for institutions to have educational human resources for optimal empowerment in order to produce good external quality, that can be seen by their output (Widarni and Bawono, 2021) . Trisakti has established various rules to increase human resource capacity. However, as shown in Table 1, even with the same regulatory, there is a significant gap in organizational performance achievements as seen from the quality of the accreditation rating that applies in Indonesia at each higher education and the amount of Tridharma output.

The scope of HRM focuses on the controlling role of individuals to achieve institutional goals. This control can be carried out by planning, organizing, directing, directing, developing, assessing characteristics, integrating tasks, maintaining, disciplining, and terminating employees according to the rules of government agencies and institutions. This procedure can be performed according to some of these scopes: 1) employee planning, 2) employee procurement, 3) employee growth and development, 4) promotion and transfer, 5) employee dismissal, 6) remuneration, and 7) employee assessment (Tu and Huyen, 2022) . It will be interesting to know each scope that has each educational unit provided by Trisakti, which has a different output and predicate based on these scopes.

Based on background of the study, the problems statement in this research are:

1. What is causes of differences in the output and quality of educational institutions under the auspices of the Trisakti foundation?
2. How is the implementation of HRM at each tertiary institution under the auspices of the Trisakti foundation through employee planning, employee procurement, employee





growth and development, promotion and transfer, employee dismissal, remuneration and employee assessment.

3. What kind of supporting factors on human resource management strategies to develop higher education institutions under the auspices of the Trisakti foundation?

## 2. LITERATURE REVIEW

### 2.1 Human Resource Management

Human resource management refers to the systematic process and dedicated efforts aimed at developing, motivating, and assessing the collective human resources required by a company to accomplish its objectives (Tanjung, 2020). This encompasses the initial selection of individuals who possess the necessary qualifications and suitability for positions within an organization (matching the right person to the right role), as well as strategies for maintaining, enhancing, and developing these qualifications over time. As human resource management is an ongoing endeavour that parallels the educational process, it holds a significant role in educational institutions. In corporate organizational structures, particularly in medium and large companies, alongside the CEO, the human resources department, also known as the personnel department, assumes responsibility for managing human resource affairs. Based on this understanding, it can be concluded that human resource management is a process that encompasses the continuous development, motivation, and evaluation of the entire workforce to enable a company to achieve its goals and objectives. The function of strategic human resource management involves efforts to support an organization that is focused on strategic goals and adapts to environmental trends (Fombrun, Tichy and Devanna, 1984). Human resource management encompasses all decisions and actions by management that influence the relationship between the organization and its employees (Beer, 1984). It is the process through which management builds the workforce and strives to develop the desired human performance within the organization (Boxall, 2014). In addition to these definitions, human resource management is a strategic approach to managing work and employment relations, emphasizing the utilization of people's capabilities, commitment, and cooperation as essential for achieving organizational goals. This is achieved through a comprehensive set of integrated employment practices and fostering positive employment relationships within the context of the organization, society, and the environment. Our definition of HRM highlights three important aspects (Bratton et al., 2021):

1. HRM has a strategic role that combines strategic management and HR management activities. The design of work, job roles, and effective worker management contribute to achieving strategic goals.





2. People are the only factor capable of generating value. Other variables, such as technology, possess inert potential that can only be leveraged by human beings. Hence, any comprehensive understanding of HRM should acknowledge the concept of indeterminacy, recognizing that workers have the potential to provide the desired added value. This highlights that people are not passive inputs but possess agency and developmental capacity.
3. The integration of the HR system with the organization's goals is crucial. Recent research on HRM and leadership emphasizes the positive association between effective people management, worker well-being, and a harmonious relationship (Salas-Vallina, Pozo and Fernandez-Guerrero, 2020) (Pawar, 2016). A positive employment relationship is characterized by high levels of trust, fairness, security, and mutual respect (Kloutsiniotis and Mihail, 2018).

A strategic approach to human resource management enhances the effectiveness of an organization. The overall strategic direction of the organization influences decisions regarding recruitment, selection, training, and compensation of employees (Stewart and Brown, 2019). These human resource practices contribute to building a workforce that possesses the necessary talent to serve customers effectively. Organizations that align their human resource practices with clear strategies achieve better results compared to those that don't.

## 2.2 Higher Education

In the government regulation of the Republic of Indonesia Number 30 of 1990 concerning tertiary institutions that higher education is education at a higher level than secondary education in the school education pathway. Higher Education is an education that becomes the final terminal for someone who has the opportunity to study at the highest level through school education.

Higher education institutions in Indonesia consist of three categories, namely: State Universities (PTN), Private Universities (PTS), Official Universities (PTK). These educational institutions are in the form of Universities, Institutes, Colleges and Academy. Consists of Strata one (S1) with a Bachelor's degree, Diplomas I and II with a Young Expert degree (A.Ma), Diploma III with an Associate degree (A.Md), postgraduate (S2) with a Masters degree, and three Strata (S3) holds a Doctorate (Dr).

Higher Education Tridharma is the obligation of Higher Education to Organize education, research, and community service (Law of the Republic of Indonesia No. 12 of 2012 Concerning Higher Education Article 1 Paragraph 9). The meaning of education, research,







and community service is explained in article 1, article 10, and article 11 of Law No. 12 of 2012 concerning Higher Education. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their own potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. (Article 1 Paragraph 1) Research is an activity carried out according to scientific rules and methods in a systematic way to obtain information, data and information relating to the understanding and/or testing of a branch of science and technology (Article 1 Paragraph 10). Community is the activity of academicians who utilize Science and Technology to promote community welfare and educate the nation's life (Article 1 Paragraph 11).

The implementation of the Tridharma of higher education is inseparable from the goals of higher education. In the field of education/teaching, it aims to develop the potential of students to become human beings who believe and fear God Almighty and have noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent and cultured for the benefit of the nation. Then produce graduates who master the branch of Science and/or Technology to fulfil national interests and increase the nation's competitiveness. The Research Field is expected to be able to produce science and technology that pays attention to and applies Humanities values so that they are beneficial for the progress of the nation, as well as the progress of civilization and the welfare of mankind. Meanwhile community service is expected to be based on reasoning and research work that is useful in promoting general welfare and educating the nation's life. In its implementation, the lecturer is the spearhead of the Tridharma of higher education. The main task of lecturers as professional educators and scientists is to transform, develop and disseminate Science and Technology through Education, Research and Community Service.

### 2.3 Tridharma Activity

Tridharma is a term used in Indonesian higher education to refer to the three core functions or pillars of a university's responsibilities. These functions are teaching, research, and community service. Tridharma reflects the commitment of Indonesian universities to contribute to society through these three interrelated activities.

1. Teaching: This function focuses on providing quality education and preparing students for their future careers. Universities are responsible for developing and delivering curriculum, conducting teaching and learning activities, and assessing student performance. They aim to produce knowledgeable and skilled graduates who can contribute to the development of the nation.





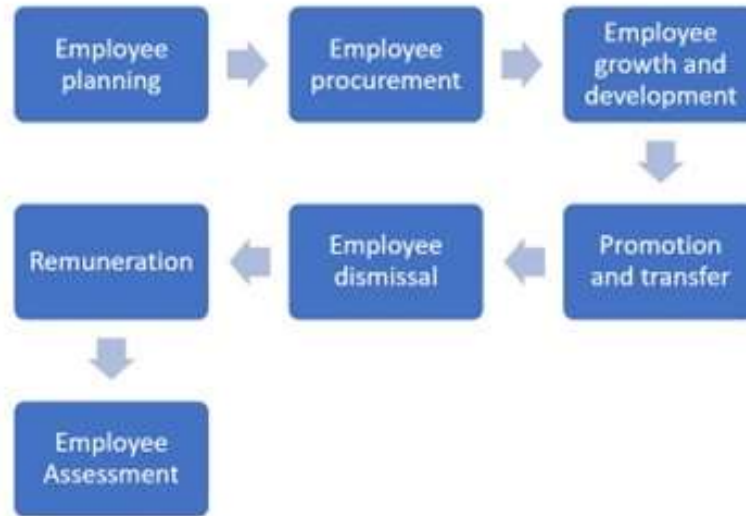
2. Research: Research plays a crucial role in advancing knowledge and fostering innovation. Universities are expected to engage in various research activities, including basic and applied research, as well as interdisciplinary studies. The outcomes of research contribute to the development of new ideas, technologies, and solutions to societal challenges.
3. Community Service: Universities have a social responsibility to actively engage with the community and address their needs. This involves sharing expertise, knowledge, and resources to solve local problems, support community development, and promote sustainable practices. Community service activities may include providing

training, consultancy, outreach programs, and collaborating with local stakeholders. Tridharma represents the comprehensive mission of Indonesian higher education institutions to educate, generate knowledge, and serve the community. These three pillars are seen as integral to the development and progress of the nation, and universities are expected to actively pursue all three aspects to fulfil their role in society.

### 3. RESEARCH METHOD

This study used qualitative research methods, using thematic analysis. This research will be identifying, analysing and interpreting patterns of meaning within qualitative data. Qualitative data using in this research gain by doing a structured interview. The interview grid in this study based on an ideal framework to find the steps of HRM in educational institutions. Frameworks that can be used are From the HRM Operational Perspective. HRM is a procedure related to managerial implementation that is offered to higher education units to employees, in this case lecturers, to be made according to the capacity and strategy of the tertiary institution (Tu and Huyen, 2022) . The procedures to be monitored in the implementation of HRM for each tertiary institution under the auspices of the Trisakti foundation are examined and can be seen in Figure 1:





**Figure 1 Procedure HRM Operational Perspective**

Data collection was carried out by conducting interviews with informants of each educational unit under the auspices of the Trisakti Foundation consisting of the Human Resource Department (HRD), lecturers and university leaders who are in charge of research. HRD was chosen as an informant because it has capacity in the field of HR management in accordance with the research focus. The lecturer chosen to be an informant is because the lecturer is the main human resource who is the focus of research. University leaders who were in charge of the research were chosen as informants because they had information related to the lecturers' outputs in this study. The interview method is carried out openly, where there is a possibility for the researcher to ask questions based on the answers from the sources as long as they are still in accordance with the research theme being discussed. The mapping of the interview is based on a framework that has been known to answer the research question as defined in Table 1.

**Table 1 Interview guides to informants**

HRM Operational Perspective	To be Ask to HRD	To be asked to lecturer	To be asked to Leader who charges in research
Employee Planning	1. Staffing Rules	Competence and expertise proposals	Competence and expertise proposals





	2. Recruitment Strategy Planning		
<b>Employee procurement</b>	1. selection process 2. Competency test	Competency test	Competency test
<b>Employee growth and development</b>	Lecturer program development	Achievements publication	Achievements publication
<b>Promotions and transfers</b>	Policy promotions and transfers Promotional and transfer programs	Motivation Work	Performance reviews
<b>Employee dismissal</b>	Employee dismissal policy	-	-
<b>Remuneration</b>	Policy wages	Motivation Work	Performance reviews
<b>Employee Assessment</b>	Employee Assessment Policy	-	-

This study conducted data analysis using thematic analysis techniques, the following are general steps in thematic analysis:

1. Preparation: Read and understand the qualitative data collected, such as interview transcripts, field notes, or documents. Define the research question and the purpose of the analysis.
2. Initial coding: Thoroughly reading the qualitative data and coding or labeling the units of information that are relevant to the research question. Codes can be keywords, phrases or concepts that appear in the data.
3. Search for themes: Collect codes that are similar or have a thematic relationship. Identify patterns, differences, and similarities between the codes. Understand the context and meaning behind each emerging theme.
4. Formulation of themes: Give names or labels to the themes that have been identified. Develop descriptions and definitions for each theme. Ensuring the themes match the research questions and the purpose of the analysis.
5. Testing themes: Conducting further analysis of the resulting themes. Checks whether the themes are consistent with the data and whether there are additional themes that need to be added or themes that need to be combined.
6. Interpretation and reporting: Interpreting emerging findings from the thematic analysis. Explain the meaning and implications of each theme. Prepare a clear and systematic research report, including quotations from the qualitative data to support the findings.





This study used qualitative research methods. According to Moleong (2016: 6) states that qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behaviour, perceptions, motivations, actions, etc., holistically, and by means of descriptions in the form of words and language in a particular natural context and by making use of various natural methods.

**4. RESULT**

**4.1 The Causes of differences in the output and quality of educational institutions**

Of the 6 Higher Educational Units under the auspices of the Trisakti Foundation, there are 3 tertiary Higher Education Unit that have the title of Excellent accreditation, namely Trisakti University, STP Trisakti and STIE Trisakti. This can occur due to well-managed Human Resources management as evidenced by the Tridharma outcomes with high scores according to Table 3 and having a high source of funding for HR development due to the large number of students according to Table 2.

**Table 2 The number of student**

No	Institution	nUMBER OF sTUDENT
1.	Trisakti University	18917
2.	STP Trisakti	2161
3.	STIE Trisakti	4727
4.	ITL Trisakti	9173
5.	STMA Trisakti	579
6.	STMK Trisakti	509

**Table 3 Details Tridharma Results Outcomes**

	Amount external Scopus indexed	Amount external indexed by Google Scholar	Amount external WOS indexed	Amount external Garuda indexed	Total	Number of Authors	Ratio of total output / number of Authors
Trisakti University	1927	21215	146	3901	27189	931	29.20
STP Trisakti	42	1818	2	224	2086	80	26.08
STIE Trisakti	36	1907	0	328	2271	146	15.55
ITL Trisakti	218	2174	0	230	2622	154	17.03





	Amount external Scopus indexed	Amount external indexed by Google Scholar	Amount external WOS indexed	Amount external Garuda indexed	Total	Number of Authors	Ratio of total output / number of Authors
STMA Trisakti	3	226	0	15	244	21	11.62
STMK Trisakti	0	54	0	0	54	9	6.00

Source: (Ministry of Education and Culture, 2023)

ITL Trisakti has a very good accreditation title, even though judging from the results of the data the number of students and Tridharma outcomes is high according to Table 2 and Table 3. This is because ITL Trisakti has just changed its form from a College to an Institute. In Indonesia, changes in form greatly affect higher education governance, human resources and accreditation results.

STMA Trisakti has a very good accreditation title, seen from the data on the number of students in Table 2, STMA Trisakti is one that has a low number of students. This affects the income sourced from students. So that there are difficulties in developing human resources, both lecturers and education staff. Because the number of lecturers is weak in terms of quality and quantity so that it affects the Tridharma output according to Table 3. STMK Trisakti is a tertiary institution under the auspices of the Trisakti Foundation which has the smallest number of students according to Table 2. This clearly affects the accreditation results obtained by STMK Trisakti. Currently STMK Trisakti has the lowest quality of education with the accreditation predicate, namely Good (C). This is a weakness in the management of the Trisakti Foundation because in Indonesia people's interest in studying is influenced by accreditation results. This is an important problem in the development of human resources and the number of students.

## 4.2 An Implementation of HRM

### 4.1.1 Employee planning

#### 1. Similarity

The similarities in employee planning carried out within the scope of the Trisakti Education Unit are:

- 1) The employee planning process refers to the Trisakti Personnel Book Number 041/YT-III/SK/IX/2021 issued by the Trisakti Foundation.





- 2) Filling in formations is planned based on the needs of the quantity and quality of employees, lecturer qualifications in accordance with the field of science and level of education
- 3) Employee planning is completed with a job analysis which contains job descriptions and job requirements which are reviewed on a certain periodic basis
- 4) The employee planning process is equally carried out when preparing the Annual Work Program and Annual Budget

## 2. Difference

The difference in employee planning carried out within the scope of the Trisakti Education Unir are:

- 1) Each tertiary institution has a different focus on human resource development in accordance with the Strategic Plan, which is explained in Table 4.

**Table 4 Development Focus Strategic Plan**

No	Institution	Focus of HR Development Plan
1	Trisakti University	Increasing the participation of Trisakti University in producing human resources who have intellectual abilities, international standards, and have the Trisakti character through education and teaching activities.
2	STP Trisakti	Improving management capabilities and quality of educational resources so that they are productive, professional, effective, efficient, has national and international standards and increase the realization of responsible autonomy for the optimal success of STP Trisakti goals in the tourism sector
3	ITL Trisakti	Improving the competitiveness and reputation of human resources both nationally and internationally in the field of Transportation and Logistics
4	STIE Trisakti	Producing professional and international quality human resources
5	STMA Trisakti	Develop the competence of lecturer and educational staff
6	STMK Trisakti	Developing professional human resources in the media and communication sector





- 2) Due to differences in achievement, each education unit has different Key Performance Indicators related to human resources, which is explained in Table 5.

Table 5 HR Development Achievement Plan

No	Institution	HR Development Achievement Plan
1	Trisakti University	Increasing the number of professors
2	STP Trisakti	Increasing the number of professors
3	ITL Trisakti	Increasing the number of professors
4	STIE Trisakti	Increasing the number of associate professors
5	STMA Trisakti	Increase the number of lecturers graduating from Doctoral Degrees
6	STMK Trisakti	Increase the number of lecturers

As an additional information, there are 3 academic functional positions for lecturers in Indonesia. The functional academic positions of lecturers successively from lowest to highest are assistant professor, associate professor and professor.

4.2 Employee procurement

1. Similarity

The appointment of lecturers in all Higher Education Units is under the supervision and approval of the Trisakti Foundation

2. Difference

There are differences in additional rules for employee recruitment in each Higher Education Units, which is explained in Table 6.

Table 6 Employee Procurement

No	Institution	Employee Procurement
1	Trisakti University	Carry out additional tests, namely: active English proficiency test, Psychotest and teaching ability test in class
2	STP Trisakti	Carry out additional tests, namely: active English proficiency test, Psychotest and teaching ability test in class
3	ITL Trisakti	Carry out additional tests, namely: active English proficiency test, Psychotest and teaching ability test in class
4	STIE Trisakti	Carry out additional tests, namely: active English proficiency test, Psychotest and teaching ability test in class





No	Institution	Employee Procurement
5	STMA Trisakti	Have not carried out additional tests, namely: active English proficiency test, Psychotest and teaching ability test in class
6	STMK Trisakti	Have not carried out additional tests, namely: active English proficiency test, Psychotest and teaching ability test in class

#### 4.3 Employee Growth and Development

##### 1. Similarity

- 1) Lecturer development is carried out according to the plan assisted by the Trisakti Foundation
- 2) All lecturers have a high level of motivation to develop a career

##### 2. Difference

- 1) The criteria for the lecturer's field of knowledge are different. Trisakti University in the field of Engineering and Medical Management, ITL Trisakti in the field of Logistics and Transportation, STP Trisakti in the field of Tourism and Hospitality, STIE Trisakti in the field of Accounting and Management, STMA Trisakti in the field of Insurance and Actuarial Management, Trisakti STMK in the field of Multimedia and Communications. This affects the fulfilment of lecturer criteria in each Higher Education Unit. For insurance and actuarial as well as logistics and transportation lecturers, it is difficult to develop lecturers because there are no actuarial doctoral, insurance doctoral, transportation and logistics doctoral in Indonesia.
- 2) The financial capacity of each educational units are different. Trisakti University, STP Trisakti and ITL Trisakti have sufficient funds to carry out educational development for lecturers or scholarships for lecturers to continue their education according to the expected field of knowledge, even though they are abroad. Meanwhile, higher education institutions that have limited budgets, such as STMA Trisakti and STMK Trisakti, have not been able to provide educational assistance for lecturers.

#### 4.4 Promotion and Transfer

##### 1. Similarity

Procedures for implementing promotions and transfers have been regulated by Trisakti Personnel Book Number 041/YT-III/SK/IX/2021 issued by the Trisakti Foundation which are adhered to by all Education Units.







## 2. Difference

Trisakti University, ITL Trisakti, STP Trisakti and STIE Trisakti have a larger number of employees so that in order to be promoted to structural positions each Education Unit can choose several candidates and have the opportunity to get qualified individuals. Meanwhile, STMA Trisakti and STMK Trisakti have a small number of employees, so that the Education Unit promotes structural positions, sometimes it does not meet the minimum qualification requirements and must carry out open recruitment from outside the Education Unit.

## 4.5 Employee dismissal

### 1. Similarity

- 1) The process of dismissing an employee complies with the applicable labour law in Indonesia, namely Law No. 12 of 2003 concerning Manpower
- 2) Dismissal procedures are specifically regulated in the Trisakti Foundation staffing book Number 041/YT-III/SK/IX/2021
- 3) The type of dismissal is the same, that are stopping due to resigning at his own request, stopping due to reaching retirement age, stopping due to death, stopping due to repeated minor, moderate or serious disciplinary violations, stopping due to a change in status, consolidation or change of ownership.

## 4.6 Remuneration

### 1. Similarity

The remuneration component has been determined by the Trisakti Foundation, consisting of salary, non-salary income and overtime wages. Employee salary consists of basic salary, fixed allowance and non-fixed allowance. Fixed allowances consist of educational allowances and functional allowances. Meanwhile, on-fixed allowances consist of transport and meal allowances. Non-Salary Income consists of Holiday Allowances, Honorarium, Bonuses, fulfilments of income tax payment obligations and other assistance according to the capabilities of each Education Unit. Overtime wages are paid if employees do work beyond their working hours.

### 2. Difference

Employee salaries are regulated in the salary table set by the Trisakti Foundation. From the findings of research interviews in the field, each Education Unit uses a different edition of the salary table. The amount of remuneration received by employees in each Trisakti Education Unit is based on the financial capacity of each Education Unit. The order of the amount of remuneration for the Education Unit under the auspices of the Trisakti





Foundation is: 1) Trisakti University; 2) STIE Trisakti; 3) ITL Trisakti; 4) STP Trisakti; 5) STMA Trisakti; 6) STMK Trisakti

#### 4.7 Employee Assessment

##### 1. Similarity

- 1) All lecturers have the same burden in all Education Units, namely carrying out teaching, research, community service and additional assignments (committees, members of professional organizations, etc.).
- 2) There are limits on lecturer workload that have been regulated by the government and the Trisakti Foundation
- 3) All lecturer performance evaluations are reported through the Integrated Resource Information system (sister.ristekdikti.go.id)

##### 2. Difference

Overall, there is no difference from each Education Unit to carry out the Assessment process. However, technically there is only a difference in remuneration if the lecturer performs tasks that exceed the workload.

In the employee planning section, Trisakti University, STP Trisakti, ITL Trisakti and STIE Trisakti have an international HR development strategy with a focus on their respective scientific fields. As for STMA Trisakti and STMK Trisakti, the planning stage is still at the national level by increasing human resources in their respective fields. In the implementation of employee procurement, the English language test and psychological test for STMA Trisakti and STMK Trisakti are not used as mandatory requirements. Trisakti University, STP Trisakti, STIE Trisakti and ITL Trisakti have sufficient funds to develop lecturer education, while STMA Trisakti and STMK Trisakti have not been able to provide educational assistance to lecturers due to limited reserve funds. When carrying out employee and transfers, Trisakti University, ITL Trisakti, STP Trisakti have a larger number of employees so that promotions can be carried out, they can choose several candidates and have the opportunity to get qualified individuals. Meanwhile, STMA Trisakti and STMK Trisakti sometimes do not meet the minimum qualification requirements and must carry out new open recruitment outside the Higher Education Unit due to the limited number of candidates. In the employee dismissal process, there is no difference between each Education Unit. The amount of remuneration received by employees at the Trisakti Education Unit varies depending on the financial capacity of the Education Unit. The order of the amount of remuneration for the Education Unit under the auspices of the Trisakti





Foundation is: Trisakti University, Trisakti STIE, Trisakti ITL, Trisakti STP, Trisakti STMA and finally Trisakti STMK.

#### 4.8 Supporting factors on Human Resource Management Strategies

Trisakti University, STP Trisakti, STIE Trisakti and ITL Trisakti have good stages of HRM through employee planning, employee procurement, employee growth and development, promotion and transfer, employee dismissal, remuneration and employee assessment. The most influential supporting factors of the four higher education units are HR development and remuneration. HR development can run optimally because tertiary institutions have good funding capital so that lecturers and employees receive training, competency certification, further study scholarships and other development activities. With high remuneration standards, tertiary institutions have lecturers and education staff with higher qualifications and increase motivation and good performance.

STMA Trisakti and STMK Trisakti have tried to manage HR well. Even though they have the least number of students, they can carry out good employee planning, employee procurement, employee growth and development, promotion and transfer, employee dismissal, remuneration and employee assessment. However, with the development of educational competition in Indonesia, it will be increasingly left behind if there is no improvement. The Trisakti Foundation must provide funding support for HR development, especially in the employee growth and development section for further studies to doctoral education. By having higher quality human resources, universities can improve Tridharma outcomes so that it will affect the quality of higher education so that the number of students will increase.

## 5. DISCUSSION

There are 6 Higher Education Units under the auspices of the Trisakti Foundation, namely Trisakti University, STP Trisakti, STIE Trisakti, ITL Trisakti, STMA Trisakti and STMK Trisakti. All units get different quality outputs due to the different number of students (as customers for capital contributors). Higher Education with a low number of students has limitations in developing its human resources so that the resulting quality output is also limited. Evidenced by the accreditation value of each higher education unit, namely higher education units that have the title Excellent (A) are Trisakti University, STP Trisakti and STIE Trisakti while those with the title Very Good (B) are ITL Trisakti and STMA Trisakti. While those who have a good (C) are STMK Trisakti.

All higher education units under the auspices of the Trisakti Foundation have the same staffing regulations reference. In practice, there are several differences in the





development of human resources by each Higher Education Unit. This difference can be seen from the existence of development carried out by the Higher Education Unit or there are some details that are not carried out by the Higher Education Unit. The difference lies in: 1) Personnel Planning, there are educational units that plan their staffing in a more thorough and orderly manner by making a planning guidebook for the development of lecturers and education staff. 2) Procurement of Employees, Universities in the Very Good and Good categories do not conduct staffing selection through tests of basic abilities and English, while Universities in the Excellent category instead carry out tests of basic abilities and English and improve the criteria for accepting lecturers with the minimum requirement of having passed a degree Doctor. 3) Promotion and Transfer, Campuses that have a superior category have a larger number of employees so that in order to be promoted to structural positions, each Education Unit can choose several candidates and have the opportunity to get qualified individuals. Meanwhile, STMA Trisakti and STMK Trisakti have a small number of employees, so that when the Higher Education Unit promotes structural positions, sometimes it does not meet the minimum qualification requirements and must carry out open recruitment from outside the Education Unit. 4) Remuneration, all tertiary institutions use the same remuneration components, it's just that the amount of salary received by each employee varies, depending on the capabilities of each tertiary institution. Higher Education Units in the Very Good and Good categories have smaller company revenues because the number of students is smaller, so they are able to pay employees with a lower range compared to the Education Units in the Excellent category.

The most influencing supporting factors from Trisakti University, STP Trisakti, STIE Trisakti and ITL Trisakti are employee growth & development and remuneration. Employee growth and development can run optimally because tertiary institutions have good funding capital so that lecturers and employees receive training, competency certification, further study scholarships and other development activities. High remuneration standards, tertiary institutions have lecturers and education staff with higher qualifications and increase motivation and good performance. STMA Trisakti and STMK Trisakti have tried to manage HR well. Even though they have the least number of students, they can carry out good employee planning, employee procurement, employee growth and development, promotion and transfer, employee dismissal, remuneration and employee assessment. However, with the development of educational competition in Indonesia, it will be increasingly left behind if there is no improvement. The Trisakti Foundation must provide funding support for HR development, especially in the employee growth and development section for further studies to doctoral education. By having higher quality human resources, universities can improve





Tridharma outcomes so that it will affect the quality of higher education so that the number of students will increase.

## 6. CONCLUSION

The conclusion from this research are:

1. There are six Higher Education Units under Trisakti Foundation; each one has different student numbers, and thus, different quality outputs. Accreditation values indicate that Trisakti University, STP Trisakti, and STIE Trisakti excel with an "Excellent" rating, while ITL Trisakti and STMA Trisakti are rated "Very Good", and STMK Trisakti is rated "Good".
2. There are differences of human resource development among them despite having the same rules of staff management system. These disparities contain personnel planning as well as employee procurement means, promotion or transfer policies and remuneration structures. It should be noted that better resourcing for higher ranked units leads to strong growth initiatives for employees including competitive remunerations that contribute to enhanced qualifications and motivation levels towards staff.
3. STMA Trisakti and STMK Trisakti remain competent in HRM although they have lower number of students. However, these institutions require increased financial support mainly on employee growth and development which includes opportunities for doctoral education if they are to stay relevant within the evolving Indonesian educational landscape.
4. In order to improve the quality of human resources across all units thereby enhancing tridharma outcomes as well as increasing overall quality of higher education that would lead to increase in student enrolments

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