



Optimizing Human Capacity Development in Higher Education Institutions

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ABSTRACT

The presence and role of human resource management and lecturers are crucial factors in determining the efficiency and achievement of a college. In order to fulfill their professional responsibilities effectively and efficiently, lecturers must possess a range of essential attributes, including aptitude, motivation, self-regulation, dedication, adherence to workplace norms, and positive morale. The establishment of HR management schools highlights the recognition of the significant role human resources instructors play in influencing the reputation of graduates and the overall standard of higher education. This perspective is substantiated by the observation that faculty members wield significant authority within the academic realm, surpassing that of their counterparts in affiliated educational establishments. The relationship between training objectives and incentives is inherently interconnected. They mutually assist one another. The objective and rewards of training can be categorized into goals and benefits that satisfy both internal and external demands. The objective and advantages of training aimed at addressing internal demands encompass the alignment of training initiatives with the particular interests of human resources. The primary objective of training is to meet the needs of the external community, thereby contributing to the progress and growth of the institution. This has several advantages for the institution. The primary objective of lecturer development is to enhance knowledge, abilities, and attitudes pertaining to jobs or responsibilities within an organization, with the aim of attaining educational objectives and enhancing the overall quality of education.

Keywords: *Human Resource, Education, Management*



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INTRODUCTION

The field of human resource management encompasses a diverse array of functions and areas of focus. The strategic nature of human resources is integral to the preservation of the human resource management function. The job serves to illustrate that human resources encompasses more than just administrative tasks. It highlights that in its present state, human resources is at the core of HR Resource Management as a strategic partner, assuming the responsibility of an agent of change inside the organization. The primary objective of human resource development, commonly referred to as docent, is to effectively attain the objectives set forth by the university organization. Optimal achievement of the aim can be attained when both leadership and employees, specifically the docents, with the capacity to execute in accordance with the prescribed requirements or standards. The university administrators and faculty members demonstrate competence and adhere to management ideas or philosophies, necessitating ongoing enhancement.

The educational resources available at the university level encompass several components, such as the college leadership hierarchy (comprising top, medium, and lower levels) and the diverse personnel comprising academic and administrative staff members. Within the college hierarchy, the highest echelon of leadership is occupied by the rector, accompanied by their helpers. The intermediate level of leadership is comprised of the dean and their assistants. Lastly, the sub-leadership positions are held by the chief of the major and the head of the study program.

Within the context of high schools, the pinnacle of leadership is embodied by the head administrator, who is supported by a team of assistants. Conversely, the lower echelon of leadership is represented by the head of the study program. These individuals in leadership positions are appointed as lecturers, having previously served in the functional force.

The individuals holding positions of administrative authority, namely those in charge of various levels of the organizational hierarchy such as the office, division, sub-division, and section, are referred to as administrative officers. The academic people within the organizational structure consist of professionals who hold positions such as head of office and division, as well as lecturers. On the other hand, the lower-level administrative officials, including those in sub-divisions and sections, as well as the members or employees, are individuals who possess the necessary qualifications for

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their respective roles. The user demonstrates a high level of skill. Currently, there exists a disparity in the representation of such a phenomenon across various educational institutions. The subsequent exposition confines the notion of human resources to the academic realm, specifically referring to human resources in the capacity of academic personnel, such as a lecturer who, within a certain context, may be referred to as a principal instructor.

The management of the university's human resources is an integral component of overseeing the whole academic curriculum. One of the primary obstacles faced by higher education administrators, namely those in the realm of human resources management, is to the implementation of the professional lecturer role. This position plays a crucial role in enabling educational institutions to cultivate graduates who possess the necessary expertise and proficiency in their respective disciplines. Simultaneously, the presence of a proficient instructor is vital in order to actualize the university's vision and objective. Subsequently, a vital inquiry emerges: does this pertain to the administration of the college's human resources?

The idea of human resources management encompasses the strategic activities involved in planning, organizing, mobilizing, and assessing the human resources within a university. Its primary objective is to facilitate the substantial advancement of the university and the successful realization of its programs and work plans.

A college can be understood as a conceptual, factual, and ideational entity, encompassing a collective group or genera, a campus community, and also holding personal significance. College human resources managers place greater emphasis on the multifaceted nature of the role of a lecturer, which encompasses both the individual as a regular human being and as a member of an educated intellectual community, with potential for further exploration in scientific and cultural domains. Human resources refer to individuals who possess the necessary skills, motivation, and capacity to actively contribute towards achieving the objectives of a company.

The management of human resources within the university is a significant challenge due to the diverse needs of the institution and its various stakeholders. The institution should prioritize efforts towards optimizing the faculty's capabilities and mitigating any existing limitations. The university has the capability to present the professional lecturer's profile in alignment with the institutional trust it upholds, encompassing the principles of Tri Dharma Perguruan Tinggi. Docents possess not just



effective communication skills in providing educational content, but they are also expected to demonstrate professionalism by their engagement in scientific research and exhibit intellectual commitment to the community.

The human resource development procedures, particularly within college settings, do not align entirely with the scientific advancements scrutinized by the institute. The application of knowledge and comprehension about the origin of humanity in higher education institutions is limited, resulting in a disparity between theoretical understanding and practical implementation. This discrepancy manifests as an independent reality. The human resource practices in academic environments, including activities related to human resource management, lag behind those in profit firms that primarily emphasize the exploration of human resource theory and practical implementation.

If the faculty of educational institutions neglects one of the components of the tridharma, it is unlikely that teachers and colleges will demonstrate a strong commitment to arranging vocational education. In the given scenario, if the lecturer and college solely focus on planning educational and instructional activities while neglecting other functions, it would inevitably influence the working culture of both lecturers and the institution itself.

In order to effectively assist academic staff, colleges, regardless of their ranking, must prioritize the provision of professional lecturers. This entails diligently assessing the requirements of lecturers, fostering innovation to address challenges, and nurturing strong relationships. The university has the potential to cultivate and foster the sense of purpose and dedication in lecturers, enabling them to lead more fulfilling and meaningful lives. This impact extends not only to the lecturers themselves, but also to those in their immediate surroundings and the broader community. Consequently, lecturers are perceived by society as occupying a noble profession, one that is grounded in scientific knowledge, creativity, and intellectual prowess. As such, the presence of a lecturer serves as a beacon of enlightenment within their respective environments.

METHODS

This research makes use of a literature analysis strategy or a literature method in order to collect information that is pertinent to the development of human capability in higher education institutions. This methodology enables scholars to explore conceptual



frameworks, ideas, previous research findings, and optimal strategies for enhancing human capacity development.

The data sources utilized in this study encompass a range of scholarly materials, including scientific journals, papers, books, research reports, and other relevant literary sources pertaining to the topic of human capacity development within higher education institutions. The selection of data sources will be determined by their pertinence, reliability, and ability to contribute to the research objectives.

RESULTS AND DISCUSSION

Human Resources Development (HRD) refers to a structured and intentional approach aimed at equipping employees with the necessary abilities to effectively fulfill current and future job requirements (Harrish and Desimone, 1992, p. 2).

According to the research conducted by Wherther and Davis, as cited by Kaswan (2011, p. 16), the primary objective of human resource management is to enhance the organizational productivity by effectively utilizing the potential of individuals in a manner that aligns with strategic, ethical, and social responsibilities. Wherther and Davis (year) elucidated that human resource (HR) management encompasses the scholarly examination and practical application of managing HR, alternatively referred to as personnel management. According to Notoatmodjo (2003, p. 4), human resource development can be defined as a systematic approach to strategically design and implement educational and training programs, as well as effectively manage personnel, with the aim of attaining optimal outcomes. The outcomes can manifest as services, commodities, or monetary value.

The escalating expectations placed on organizational performance have prompted enhancements in HR development processes, encompassing refinements to the notion of HR development. According to Vince (2004, p. 12), human resource development refers to a systematic and well-organized endeavor aimed at facilitating learning and promoting change in an efficient manner. This perspective posits that the notion of human resource development operates inside a governance framework that is organized according to the principles of the system idea. Within the realm of human resources development, there exists a systematic procedure aimed at harmonizing various tasks under a well-defined organizational framework. Development is a tangible expression of an acknowledgment of the actuality of the status of human resources, who have a

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strategic function in which they undergo transformation. The incorporation of human resources as a strategic component within governance has the potential to bring about positive transformations. In practical application, a limited percentage of human resources development is allocated to strategic roles. The HR development approach is predominantly grounded in a paradigm that positions HR at the administrative level, with a primary focus on fulfilling day-to-day operational needs.

The acquisition of knowledge and the process of adaptation are crucial for generating value and forecasting competitive dynamics, particularly within profit-oriented organizations. According to Gibb (2006, p. 5), the concept of human resource development encompasses multiple interpretations, such as education, training, and professional growth within the framework of employment. The act of development serves as a recognition that the nature of the world undergoes changes as time progresses. The development of human resources is contingent upon their potential and is predicated upon their actual performance within a certain employment setting.

According to Sambrook and Stewart (2007, p. 16), the field of HRD theory is characterized by its ongoing evolution, as they state: "The theory of HRD is undergoing rapid transformation." The need to reinterpret the discipline has arisen due to recent advancements in both theoretical and practical aspects, particularly in the conceptualization of organizations and the understanding of knowledge within the broader context of the world. According to Sambrook and Stewart (2007, p. 410), human resource development can be described as a technical endeavor aimed at facilitating the attainment of strategic objectives inside a company. The enhancement of knowledge, skills, and abilities among employees within an institution in order to attain optimal performance aligned with the objectives of the organization. This perspective posits that the allocation of human resources is specifically designed to bolster strategic endeavors. In contemporary organizational contexts, it is evident that HR development serves not just as a means of offering strategic assistance, but also as a distinct strategic objective in its own right. Human resource development is a critical strategic concern.

According to Hill and Stewart (2007, p. 40), HR development refers to the implementation of institutional interventions aimed at enhancing strategic capabilities and organizational performance. They define it as "management development interventions that are designed to improve the strategic capability and corporate performance of an organization." This viewpoint suggests that the management



interventions implemented within the realm of human resources can be regarded as a strategic concern in terms of HR placement, which receives significant institutional attention. The strategic implementation of HR and its subsequent development are crucial measures undertaken by the institution.

The correlation between the advancement of theory and the state of human resource development in educational institutions is not linear. The occurrence of practice within educational institutions is a prevalent paradox in the context of higher education. According to Swanson and Holton (2008, p. 4), the notion of Human Resource Development (HRD) entails a systematic approach aimed at cultivating and harnessing human knowledge within an organization. This is achieved through initiatives such as organization development, people training, and development, all with the ultimate goal of enhancing performance. This work is purely theoretical in nature, lacking any practical application. During the implementation of HR development, the institution aims to enhance the efficiency and effectiveness of HRM functions, positioning it as a strategic partner inside the organization. The presence of this condition is crucial within institutions of higher education.

According to Noe et al. (2011), HR development is a methodical and deliberate procedure or undertaking that encompasses the acquisition of information, skills, and behaviors to augment employees' capacity to fulfill evolving job needs and meet the expectations of clients.

The notion of human resource development has become increasingly comprehensive in response to heightened competitiveness, encompassing not only for-profit organizations but also non-profit institutions. According to Meifert (2012, p. 2), the notion of HR development refers to a systematic endeavor aimed at enhancing qualifications and performance. Human resource development (HRD) can be defined as the comprehensive collection of actions that are systematically undertaken for the purpose of enhancing the capabilities and skills of individuals within an organization. These activities are conducted under a unified and coordinated framework, with the aim of improving the overall performance and effectiveness of the business's workforce. The primary aim of this initiative is to modify the competencies and/or the productivity of individuals within an organization spanning several hierarchical tiers through the implementation of training programs, career development strategies, or restructuring of work processes.



The idea of HR development encompasses a performance paradigm that emphasizes the attainment of goals by institutions via the optimization of strategic HR activities, as well as by individuals through the cultivation of their abilities and potential. This discourse places significant importance on achieving desired outcomes in both organizational and personal contexts. The purpose of individual performance is to contribute to the overall performance of the institution.

Human resource development encompasses two distinct paradigms: the learning paradigm and the performance paradigm. Additionally, there exists a paradigm that integrates both perspectives, known as a pragmatic approach. According to Swanson and Holton (2008, p. 128), there exist two distinct approaches to human resource development (HRD), namely the learning paradigm and the performance paradigm. The authors assert that these paradigms will be the focus of discussion in this chapter due to their well-defined nature and prevalent influence on contemporary HRD thinking and practice. Two paradigms that are commonly discussed in the field of education are the learning paradigm and the performance paradigm. Moreover, Swanson and Holton (2008, p. 129) provide an explanation of the two paradigms.

Table 1. HR Development Paradigm

	Learning Paradigma		Performance Paradigma		
	Individual learning	Performance based learning	Whole system learning	Individual performance improvement	Whole system performance improvement
Outcome focus	Enhancing individual learning	Enhancing individual performance through learning	Enhancing multiple levels of performance through learning,	Enhancing Individual performance,	Enhancing multiple, levels of performance
Intervention fokus	Individual learning	Individual learning Organizational system to support	Individual team and Organizational learning Organizational system to support multiple level of learning	Non learning individual performance system interventions, learning if appropriate	Nonlearning multiple-level, performance system, interventions, Multiple-level learning if appropriate
Representative research stream	Adult learning, instructional design	Performance-based instruction, transfer of learning	Learning Organization	Human Performance Technology,	Performance Improvement

The presence of two distinct paradigms can be observed in the realm of HR development methods. The learning paradigm places greater emphasis on learning-



centered activities, encompassing the concept of lifelong learning. According to Elliot and Turnbull (2005, p. 69), the notion of HR development is rooted in the principle of lifelong learning. They argue that although the terms 'HRD' and 'lifelong learning' are increasingly prevalent in the discourse of organizations and management, there remains a lack of consensus regarding their definitions, interpretations, and implications.

Based on the aforementioned comprehension, it may be posited that human resource development encompasses the various endeavors undertaken by businesses to enable employees to acquire the requisite information, skills, and/or attitudes essential for effectively fulfilling present or prospective job responsibilities. The activities in question encompass not only educational and training elements, but also pertain to career and organizational development components. The enhancement of human resources is intricately linked to endeavors aimed at augmenting the knowledge, skills, and/or attitudes of individuals within the company, alongside the establishment of career trajectories that are facilitated by organizational adaptability in attaining organizational objectives.

The Significance of Human Resource Development

The imperative for organizations to cultivate human resources stems from the exigencies of environmental dynamics, technical advancements, and persistent economic competition. According to Hasibuan (2010, p. 75), the significance of staff development has grown due to the work demands and positions, advancements in technology, and heightened competition among similar organizations.

The development of human resources is inherently intertwined with the broader process of organizational development. Human resource development include the strategic planning and provision of essential human capital through the recruitment of personnel and their first training. Subsequently, these individuals are further refined and enhanced through comprehensive development programs tailored to meet the present and future requirements of the firm.

The HR development process commences with the strategic planning of the organization, wherein the determination of the business's operational location and the requisite resource allocation takes place. The initiation of the human resource program is rooted in the strategic plan of the organization, wherein the human resource plan is afterwards formulated to determine the requisite quantity and composition of the workforce for future operations. The strategic role of human resource development

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commences by conducting an examination of existing human resource competencies and subsequently juxtaposing them with organizational requirements.

According to Noe et al. (2011), a comprehensive understanding of HR development needs can be achieved through three distinct analyses: organizational analysis, task analysis, and people analysis. Organizational analysis is a systematic examination conducted to address the inquiry regarding the developmental trajectory of an organization. One potential approach involves the implementation of a survey aimed at assessing employee perspectives on job satisfaction, views of the work environment, and attitudes towards organizational administration. The utilization of various data sources such as turn-over rates, attendance records, training records, employee progress lists, and employee planning data is being considered. Task analysis is a systematic examination conducted to address inquiries regarding the specific knowledge and skills that individuals need to acquire in order to proficiently perform tasks. The aforementioned analysis serves as the foundation for the formulation and implementation of vocational training initiatives. The process of individual analysis is undertaken with the objective of determining the individuals who should be prioritized for development. The primary function of performance appraisal is to serve as the foundational mechanism for identifying individuals within an organization or corporation who are in need of development. The primary objective of individual analysis is to discern and pinpoint the precise training requirements of employees. The analysis of employee training needs can be conducted on an individual basis or in a collective setting.

The three modes of analysis are considered as a single entity. The challenges encountered are becoming more intricate and necessitate sufficient human resources assistance. The institution possesses a strategic purpose that encompasses the management and development of its human resources. Hence, human resources development is regarded as a strategic endeavor that is grounded in the outcomes of a thorough analysis.

Executing this study poses practical challenges. There are several issues that present challenges, specifically the limited comprehension of HR development organizers. The current development paradigm continues to adhere to the traditional approach, wherein human resources (HR) is regarded primarily as an operational and routine function rather than a strategic one. This has an impact on the overall implementation of analytical operations in the field of human resource development.



Objectives and Advantages of Human Resource Development

According to Hasibuan (2010, p. 70–72), the objectives of human resource development encompass several key aspects. These include enhancing work productivity, improving efficiency, minimizing damage, reducing employee accident rates, enhancing service quality, boosting employee morale, expanding career advancement opportunities, enhancing technical, human, and managerial skills, improving managerial leadership, increasing work performance through remuneration, and providing consumers with superior goods or services through better benefits.

Swanson and Holton (2008, p. 2) presented a perspective that underscores the strategic nature of human resource development (HRD). They assert that the primary objective of HRD is to enhance both individual expertise and organizational growth, with the ultimate aim of enhancing overall performance. In their words, HRD is a systematic process that involves fostering and harnessing human capabilities through initiatives such as organizational development, personnel training, and development, all geared towards the improvement of performance. The objective of organizational expertise and development signifies that the role of human resource development is grounded in a broader and more strategic framework. According to Meifart (2012, p. 2), the primary objective of Human Resource Management (HRM) is to enhance qualifications or enhance performance. Meifart asserts that HRM aims to modify the qualifications and/or performance of individuals inside a company, spanning several levels of hierarchy.

The consensus among experts suggests that the primary objective of tertiary human resource development is to enhance and augment knowledge, skills, and attitudes pertaining to organizational duties or responsibilities, with the ultimate aim of attaining objectives and enhancing the quality of education. The establishment of HRD goals is crucial for academics in order to facilitate career growth and enhance job productivity in an effective and efficient manner. These goals serve as a foundation for attaining long-term objectives.

According to Castetter (Danim, 2002, p. 35), human resource development offers several advantages. Firstly, it enhances the performance of personnel, aligning it with their current roles and responsibilities. Secondly, it fosters the development of skills among personnel, enabling them to effectively anticipate and adapt to evolving tasks. Lastly, it serves as a catalyst for self-growth among personnel, ultimately leading to the creation of individual job satisfaction.



Staff development inside firms has the potential to yield several advantages, including: a. enhancing staff productivity; b. mitigating costs; c. curbing people turnover (employee obsolescence). Based on a comprehensive review of multiple research findings, Siagian (citing Danim, 2002, p.44) concluded that education, training, and development for employees yield several benefits. These benefits include: a) enhancing employees' decision-making capabilities, b) improving employees' problem-solving skills in relation to various challenges they encounter, c) fostering internalization and operational motivation factors, d) instilling a sense of encouragement among employees to continually enhance their work abilities, e) enhancing employees' capacity to cope with stress, frustration, and conflict, thereby bolstering their self-confidence, f) providing employees with information about diverse programs that can be utilized for personal and professional growth, g) increasing job satisfaction, h) enhancing recognition of one's abilities, and i) reducing apprehension towards undertaking new tasks in the future. The advantages of development in relation to the interests of the organization or institution are quite evident. Education, training, and development yield significant advantages for both corporate and personal requirements.

The advantages of human resources (HR) development encompass three key aspects. Firstly, it entails enhancing the performance of personnel to align with their existing roles. Secondly, it involves growing the skills of employees to effectively anticipate and adapt to evolving tasks. Lastly, it serves as a catalyst for fostering self-growth among personnel, ultimately leading to the creation of individual job satisfaction. d. Assist personnel in enhancing decision-making processes; e. Enhance personnel competencies; f. Facilitate the internalization of motivational factors and operational improvements; g. Foster a desire for self-improvement; h. Enhance personnel's ability to cope with stress, frustration, and conflict; i. Provide access to information regarding diverse development programs; j. Increase job satisfaction levels; k. Enhance recognition of individual abilities; l. Promote employee autonomy; and m. Mitigate fear associated with undertaking new tasks.

It's possible for organizations to get benefits from investing in their staff through people development, including: a. boosting productivity among existing staff; b. cutting costs among existing staff; and c. lowering turnover among existing staff (employee obsolescence). The enhancement of employees will lead to both individual and organizational development.



Categories and Trajectories of Human Resource Development

The strategic HR role encompasses several forms and channels of HR development. According to Hasibuan (2010, pp. 72–73), the categorization of human resource development can be divided into two distinct categories: informal and formal development. Informal development might be referred to as self-directed learning. This type of learning occurs when individuals take the initiative to enhance their knowledge and skills by engaging with relevant literature related to their career or position. The informal development of employees demonstrates their enthusiasm for advancing their skills and abilities in the workplace. This phenomenon is advantageous for institutions or companies as it leads to enhanced work performance, increased efficiency, and heightened productivity among its staff. Informal activities encompass a range of engagements, such as participation in seminars, workshops, scientific gatherings, and research initiatives.

Formal professional development refers to the practice of assigning personnel from agencies or organizations to participate in educational and training programs. These programs can be conducted by either enterprises or educational and training institutes. The organization engages in this formal development process in response to non-career employment needs or an employee's career progression, whether present or anticipated. Typically, these formal activities are conducted via educational programs abroad, including undergraduate, masters, doctoral, or school education programs.

The educational staff development model plays a crucial role in the comprehensive management of educational employees. Employee education is facilitated by two distinct pathways of development, specifically pre-service education and in-service education. There are various manifestations of human resource development. According to Noe et al. (2011), numerous forms of Human Resource Management (HRM) exist, such as formal education, behavior assessment, communication styles, skill evaluation, job experience, and interpersonal interactions.

The structure of Human Resource Management (HRM) According to Meifart (2012, p. 2), the manner in which professional HR development is structured leads to modifications in the nature of HR development. According to Ghamrawi (2013), an effective approach to professional development is the utilization of the professional development model (PDM). Based on the perspectives provided by the aforementioned experts, it can be inferred that the HR growth trajectory that can be pursued encompasses the following: Preservice education refers to the training and preparation



that individuals undergo prior to entering the field of education. Based on the explication of Law No. 8 of 1974 pertaining to the Principles of public Service, Article 31 delineates the provision of education or training to potential public servants (PNS) with the objective of equipping them with the necessary competencies to effectively fulfill their assigned responsibilities.

The phrase "pre-service education" is frequently employed by institutions specializing in teacher education. It pertains to the educational and training programs offered by universities and colleges to equip students aspiring to enter the field of education with the necessary skills and knowledge.

The phrase "pre-service education activities" is frequently employed by educational institutions to refer to the initiatives aimed at equipping aspiring individuals who intend to pursue careers in the field of education. Specifically, one such approach is to engage in the recruitment of potential educational personnel from reputable educational institutions.

According to Schmidt (2010, p. 132), pre-service training enables teachers to get significance from their profession and develop a sense of self-fulfillment. Educators frequently assert that their pedagogical encounters yield a greater acquisition of knowledge compared to their professional endeavors. In accordance with Dewey's theoretical framework, the process of learning for educators is influenced by their personal experiences and their interactions with the external world, resulting in a cohesive connection between their professional identity and their surroundings.

According to the elucidation of Law No. 8 of 1974 pertaining to Personnel Principles, Article 31 stipulates that "in-service education is a practice designed to enhance quality, expertise, capabilities, and competencies." According to Schrier (2010, p. 182), inservice training aims to facilitate the development of teachers' pedagogical understanding, enhance their comprehension of the underlying principles of research practice and theory, and enable educators to reorient themselves and engage in reflective practices.

According to Rahmati et al. (2014), inservice training is a practice seen in public institutions that has a significant influence on the overall efficacy of the institution. The concept of service training was elaborated upon, highlighting its implementation as a post-employment initiative within an organization. This training aims to equip members



of the company with the necessary skills and knowledge to effectively fulfill their work tasks and obligations.

Based on the aforementioned explanation, it can be inferred that in-service education refers to a provision of activities aimed at enhancing the knowledge, abilities, and attitudes of employees in the execution of their professional obligations and responsibilities.

CONCLUSION

Human resource development encompasses more than just the immediate tasks and responsibilities at hand. Human resource development plays a pivotal role as a strategic endeavor aimed at maximizing the efficiency and effectiveness of human resource services in anticipation of forthcoming competitive challenges. Hence, the notion of human resource development undergoes ongoing transformations, encompassing shifts in both theoretical frameworks and practical applications. The alignment between the growth of human resources at tertiary institutions and theoretical advancements is crucial to ensure clarity in axiology. This alignment encompasses the utilization of both the learning paradigm and the performance paradigm in the development of human resource theories. The relationship between theory and practice is one of mutual complementarity. The limited implementation of human resources development in higher education institutions serves as a hindrance to the advancement of the theory itself. However, it is crucial for human resource development to carefully consider the effects and manifestations of its influence on performance.

The concept of lifelong learning within the realm of human resource development encompasses a paradigm that integrates the principles of learning and performance-oriented thinking. By cultivating an understanding of the significance of lifelong learning, individuals acquire the ability to sustain their critical consciousness, enhance their personal growth, and comprehend their role within an organizational context by means of their performance. The interdependence between learning and performance within the institutional setting is undeniable. Through the process of engaging in work, individuals get a deeper comprehension of their own reality, while the pursuit of knowledge enables them to derive significance and achieve optimal performance. The concept of learning and performance represents a tangible embodiment of the integration of theoretical principles and practical application. A limited proportion of human resources



development techniques in higher education institutions are grounded in this paradigm. There appears to be a disconnect between HR development practice and theory.

Human resource development in tertiary institutions include a range of actions undertaken by these institutions to equip the academic community with the requisite knowledge, skills, and attitudes necessary for effectively managing present and future employment opportunities.

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