

HUMAN RESOURCE MANAGEMENT THROUGH THE RECRUITMENT OF LECTURERS AND EDUCATIONAL STAFF AND ITS IMPACT ON THE QUALITY OF EDUCATION AT STIT (SEKOLAH TINGGI ILMU TARBIYAH) MUARA ENIM

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Abstract

Education is an essential need in shaping superior human resources capable of facing global challenges. This study aims to examine human resource management (HRM) through the recruitment of lecturers and educational staff at STIT Muara Enim and its impact on the quality of education. The method used is qualitative descriptive, with data collected through non-participant observation, semi-structured interviews, and documentation. The research informants consist of lecturers, educational staff, the head of STIT, and the head of the Quality Assurance Center. The results show that the recruitment process at STIT Muara Enim is systematic and structured, involving various parties in determining HR needs according to the institution's vision and mission. The establishment of recruitment standards and criteria is carried out in a tiered manner with the support of formal documentation and supervision by the Quality Assurance Center. Continuous competency development and coaching are also important focuses to maintain the quality of teaching and educational staff. This study concludes that effective HR management through recruitment and professional development significantly contributes to enhancing the quality of education at STIT Muara Enim. Strategic recommendations are provided to strengthen HR management to support a quality and adaptive education system in line with the times.

Keywords: human resource management, educational staff, quality of education

Abstrak

Pendidikan merupakan kebutuhan esensial dalam membentuk sumber daya manusia unggul yang mampu menghadapi tantangan global. Penelitian ini bertujuan mengkaji pengelolaan sumber daya manusia (SDM) melalui rekrutmen dosen dan tenaga kependidikan (tendik) di STIT Muara Enim serta dampaknya terhadap mutu pendidikan. Metode yang digunakan adalah kualitatif deskriptif dengan pengumpulan data melalui observasi non-partisipan, wawancara semi-terstruktur, dan dokumentasi. Informan penelitian terdiri dari dosen, tendik, ketua STIT, dan ketua Pusat Penjamin Mutu. Hasil penelitian menunjukkan bahwa proses rekrutmen di STIT Muara Enim berlangsung sistematis dan terstruktur, melibatkan berbagai pihak dalam menentukan kebutuhan SDM sesuai visi dan misi institusi. Penetapan standar dan kriteria rekrutmen dilakukan secara berjenjang dengan dukungan dokumentasi formal dan pengawasan Pusat Penjamin Mutu. Pembinaan dan pengembangan kompetensi secara berkelanjutan juga menjadi fokus penting untuk menjaga kualitas tenaga pendidik dan kependidikan.

Penelitian ini menyimpulkan bahwa pengelolaan SDM yang efektif melalui rekrutmen dan pengembangan profesional berkontribusi signifikan terhadap peningkatan mutu pendidikan di STIT Muara Enim. Rekomendasi strategis diberikan untuk memperkuat manajemen SDM demi mendukung sistem pendidikan yang bermutu dan adaptif terhadap perkembangan zaman.

Kata kunci: *pengelolaan sumber daya manusia, tenaga kependidikan, mutu pendidikan*

INTRODUCTION

Education is an essential need for human life that plays a crucial role in realizing an advanced, happy, and prosperous society (Yunarti, 2014). In facing the dynamic development of the times, the quality of education must continuously improve to address increasingly complex social, economic, and cultural challenges. Sustainable educational transformation heavily depends on innovation and adaptation of the education system to social and technological changes. The transformation of higher education quality policies is also closely related to national competitiveness development. Higher education is a main pillar in producing superior human resources who drive the knowledge-based economy (Husnul, Handoyo, & Rokhman, 2025).

One of the main factors in improving education quality is human resource (HR) management, particularly through the recruitment process of lecturers and educational staff. Effective HR management requires not only technical skills but also high motivation, commitment, and discipline to optimize individual contributions. Through proper recruitment, institutions can obtain qualified and competent lecturers and educational staff who can significantly contribute to improving education quality (Tamaulina Br. Sembiring, 2024).

The government emphasizes the importance of quality education in Law No. 20 of 2003 concerning the National Education System, which mandates efforts to educate the nation's life and improve the quality of Indonesian human resources to be ready to face global challenges. The implementation of sustainable education policies stresses the importance of responsiveness to increasingly complex social and environmental changes (Maulana, Inayah, Suryaningsih, gufron, & Taufiqurrohman, 2025). HR management in educational institutions must be conducted professionally and integratively. A selective and institutionally needs-based recruitment process is a strategic step in determining the quality of teaching and educational staff who play a role in improving education quality. An effective recruitment process enables the institution to select candidates with appropriate skills and experience (Akbar & Anshori, 2024).

Furthermore, continuous competence development and coaching are also important aspects to maintain the quality of teaching staff so that they remain relevant to advances in science and technology. Continuing education programs are vital efforts to enhance teacher professionalism and overall education quality (Munawir, Yani, & Az-Zahra, 2025).

STIT (Sekolah Tinggi Ilmu Tarbiyah) Muara Enim is one of the Islamic higher education institutions committed to producing graduates who are academically competent, professionally skilled, and grounded in Islamic values. As a higher education institution specializing in tarbiyah sciences, STIT Muara Enim carries a strategic responsibility to prepare prospective educators and educational professionals capable of responding to the dynamic challenges of contemporary education. This responsibility requires not only the implementation of a relevant curriculum and effective learning process but also the availability of highly qualified human resources, including lecturers and educational staff, who serve as the driving force behind institutional development. Consequently, human resource (HR) management has become a fundamental aspect of institutional governance, as the quality of lecturers and supporting staff significantly influences the achievement of educational objectives and organizational sustainability.

In the context of higher education, human resources are recognized as the most valuable organizational asset because they directly determine institutional performance, academic excellence, and service quality. Universities with competent, motivated, and professional personnel are generally more capable of adapting to educational reforms, technological developments, accreditation requirements, and increasing stakeholder expectations. Therefore, strategic HR management extends beyond administrative functions to encompass long-term planning, recruitment, selection, professional development, performance evaluation, and career advancement. Effective HR management enables institutions to attract talented individuals, develop their competencies continuously, and retain high-performing personnel who contribute positively to institutional growth.

Among the various HR management functions, recruitment occupies a particularly strategic position because it determines the quality of individuals entering the organization. Recruitment serves as the gateway through which higher education institutions acquire lecturers and educational staff who possess appropriate academic qualifications, pedagogical competence, professional ethics, and commitment to institutional values. A transparent, objective, and merit-based recruitment process enhances organizational effectiveness by ensuring that the most qualified candidates are selected according to institutional needs. Conversely, ineffective recruitment practices may result in competency mismatches, decreased organizational productivity, limited innovation, and reduced educational quality. Consequently, recruitment should not merely fulfill staffing requirements but should also align with the institution's strategic vision and long-term development goals.

The importance of HR management in education has been emphasized by numerous scholars. According to Bhakti (2022), educational human resource management plays a vital role in managing, organizing, empowering, and optimizing educators and educational personnel so that they perform effectively in achieving educational goals. This perspective highlights that educational quality cannot be separated from the effectiveness of HR management practices. Well-managed human resources contribute to improved teaching quality, better academic services, stronger institutional governance,

and enhanced student learning outcomes. Therefore, educational institutions seeking sustainable quality improvement must prioritize strategic HR management as an integral component of institutional development.

Despite its important role in Islamic higher education, STIT Muara Enim continues to face several challenges related to human resource management, particularly in the recruitment and professional development of lecturers and educational staff. Like many developing higher education institutions, STIT Muara Enim must balance institutional aspirations with practical limitations, including financial constraints, competition for qualified academics, evolving accreditation standards, and increasing expectations for research productivity and community engagement. These challenges require recruitment strategies that not only identify candidates with strong academic backgrounds but also individuals who demonstrate commitment to Islamic educational values, institutional vision, and continuous professional growth.

Furthermore, the quality of educational services provided by STIT Muara Enim is closely linked to the competence and professionalism of its lecturers and educational staff. Lecturers are responsible for implementing quality learning experiences, conducting meaningful research, and engaging in community service, while educational staff support administrative efficiency, student services, and institutional operations. The effectiveness of these interconnected roles depends largely on how human resources are recruited, developed, supervised, and evaluated. Consequently, weaknesses in HR management may affect institutional performance in multiple dimensions, including academic quality, student satisfaction, accreditation outcomes, and organizational competitiveness.

In addition to recruitment, continuous professional development constitutes another essential component of HR management. Higher education institutions operate within rapidly changing educational environments characterized by digital transformation, curriculum innovation, outcome-based education, and international quality standards. Therefore, lecturers and educational staff must continually improve their competencies through training programs, workshops, seminars, academic collaborations, research activities, and professional certification. Without systematic professional development, newly recruited personnel may struggle to adapt to evolving educational demands, thereby limiting their effectiveness and reducing institutional capacity for innovation.

The relationship between HR management and educational quality is therefore multidimensional. Effective recruitment ensures that competent personnel enter the institution, while professional development enhances their capabilities over time. Together, these HR practices contribute to improved teaching effectiveness, efficient administrative services, stronger organizational culture, increased stakeholder trust, and sustainable institutional excellence. For Islamic higher education institutions such as STIT Muara Enim, HR management also carries an additional responsibility of nurturing personnel who embody Islamic ethics, integrity, and professionalism in carrying out their academic responsibilities.

Given these considerations, it is important to investigate how HR management, particularly the recruitment of lecturers and educational staff, is implemented at STIT Muara Enim and how these practices influence educational quality within the institution. Understanding the existing recruitment system, selection procedures, qualification standards, and professional development initiatives will provide valuable insights into the strengths and limitations of current HR management practices. Such an investigation will also identify areas requiring improvement to ensure that institutional human resources effectively support the achievement of academic excellence and organizational sustainability.

This study is expected to contribute both theoretically and practically. Theoretically, it enriches the literature on educational human resource management within the context of Islamic higher education institutions in Indonesia. Practically, the findings may serve as evidence-based recommendations for institutional leaders in strengthening recruitment policies, improving professional development programs, enhancing HR governance, and formulating strategic initiatives to improve educational quality. Ultimately, by examining the implementation of HR management at STIT Muara Enim, this research aims to provide a comprehensive understanding of how strategic human resource practices can become a catalyst for institutional quality improvement and the realization of sustainable excellence in Islamic higher education.

METHOD

This study employs a descriptive qualitative method to gain an in-depth understanding of human resource management at STIT Muara Enim. The research was conducted during the even semester of the 2025/2026 academic year, with the researcher serving as the primary instrument responsible for focusing, collecting, and systematically analyzing the data. The research informants consisted of lecturers and educational staff as key informants, as well as the head of STIT and the head of the Quality Assurance Center as supporting informants. Data were collected through non-participant observation to monitor the human resource management processes, semi-structured interviews with open-ended questions to explore strategies and challenges in human resource management, and documentation consisting of policies, reports, and records related to professional development at STIT. Data analysis was conducted using source triangulation and thematic analysis techniques to ensure the validity and comprehensiveness of the research findings. Triangulation techniques were applied to test data validity by comparing various sources and data collection methods.

RESULTS AND DISCUSSION

Human Resource Management through Lecturer and Educational Staff Recruitment on the Quality of Education at STIT (Sekolah Tinggi Ilmu Tarbiyah) Muara Enim.

a. Identifying Input Reception in Lecturer and Educational Staff Recruitment.

Input reception in human resource management is a crucial initial stage in determining the success of the recruitment process, where the organization must carefully identify workforce needs aligned with strategic goals and the ever-changing external conditions. Workforce needs analysis is conducted through a layout design with the aim of formulating the ideal workforce requirements at each workstation used for proposed layout improvements (Ahmad, Baihaqi, & Triwintoko, 2025).

The lecturer and educational staff recruitment process at STIT Muara Enim begins with the input reception stage, which is critical in human resource management. This stage involves identifying organizational needs aligned with the institution's vision, mission, and development plans, as well as assessing candidate qualifications according to their fields of expertise. Additionally, external factors such as government regulations and technological developments are important considerations. By establishing clear and measurable criteria, the selection process can proceed effectively and accurately, ensuring the institution obtains relevant and qualified personnel.

Observations indicate that the input reception mechanism at STIT Muara Enim has been conducted well and systematically. The process starts with inputting qualification data and formation needs compiled based on inputs from various parties, including leadership, academic senate, and work units. Interviews with the Head of STIT and lecturers reveal that the needs for lecturers and educational staff are determined through workload analysis, student numbers, and projections of course needs oriented towards achieving institutional goals. The involvement of various parties at this stage ensures that recruitment decisions are objective and transparent.

Furthermore, the establishment of recruitment standards and criteria is carried out in a tiered manner with support from formal documentation such as internal policies, implementation reports, and evaluative records subject to audit. Educational staff receive special attention through the identification of work unit needs and inputs from unit heads and relevant staff. This process reinforces the validity of recruitment decisions by involving parties who understand field needs directly, while the final decision remains with the leadership through official meetings.

From the quality assurance perspective, the role of the Quality Assurance Center is vital in ensuring that recruitment criteria comply with institutional standards and national regulations. Quality Assurance Center monitors requirement documents and assesses the suitability of work unit needs with candidate qualifications, thus supporting the professionalism of teaching and educational staff. With structured input management and strict supervision, STIT Muara Enim is able to enhance the quality of human resources, which forms the primary foundation for effectively and efficiently achieving educational goals.

b. Conducting Internal Processing in Lecturer and Educational Staff Recruitment

Internal processing in human resource management is a crucial stage that transforms inputs into outputs through a series of systematic selection and development processes, aiming to optimize the potential of existing workforce within the organization. This approach not only enhances recruitment efficiency and effectiveness but also supports internal career development and strengthens organizational culture. Organizations with strong human resource management systems can maximize employee potential to improve efficiency, productivity, and organizational competitiveness (Ismawati, et al., 2020).

Internal processing in the recruitment of lecturers and educational staff involves a structured series of steps designed to meet the human resource needs of the higher education institution by leveraging the potential of existing personnel within the institution. This process includes needs analysis, job description and position qualification development, document verification, administrative selection, interviews, performance and portfolio assessments, as well as final selection results, placement, and initial orientation. This approach is chosen for its time and cost efficiency, as well as the candidates' familiarity with the organizational culture and mechanisms, thereby encouraging internal career growth.

This internal processing serves as a sub-function of human resource management that converts inputs into outputs in line with organizational objectives. Its effectiveness heavily depends on the synergy among sub-functions such as recruitment, training, performance appraisal, and compensation to optimize human resource potential. Based on research findings, the internal selection stages at STIT Muara Enim are conducted in a structured manner, starting from administrative verification, qualification suitability checks, competency tests, in-depth interviews, to coordination among departments and decision-making based on objective and transparent selection outcomes.

Observations reveal that STIT Muara Enim has implemented this process with high professionalism. From identifying personnel needs, announcing internal vacancies, conducting administrative selection, to interviews, all stages adhere to quality standards. This demonstrates the institution's commitment to optimizing internal resources while simultaneously promoting sustainable employee career development. This process is further reinforced through interviews with the Head of STIT and several lecturers and educational staff, confirming the existence of rigorous and transparent selection stages such as document screening, basic competency tests, interviews, and microteaching specifically for lecturers.

From the interview with the Head of STIT, Mr. R explained that the selection process is conducted through fairly strict and systematic stages. Lecturers and educational staff also provided positive and strategic views regarding this process. Mr. AR emphasized the importance of lecturer involvement in providing input to align prospective teaching staff

with academic needs and student characteristics. Meanwhile, Mr. DP assessed that each selection stage complements one another to ensure the quality of prospective lecturers. Mrs. DYL and the Head of the Quality Assurance Center added that transparency and objectivity are prioritized in every selection stage, including in the preparation of assessment instruments and the composition of diverse evaluation teams to avoid bias.

c. Output Results in Lecturer and Educational Staff Recruitment

The output results in the human resource recruitment process reflect the tangible success of an organization in fulfilling its workforce needs, not only quantitatively but also qualitatively. A recruitment and selection process that follows proper procedures will yield high-quality employees who meet the required specifications (Wening, 2023). These outputs include the recruited personnel, their initial competencies, and their readiness to contribute optimally to the institution.

In the context of recruiting lecturers and educational staff, the output refers to the educators or educational personnel who have been appointed and officially assigned through the recruitment process, ready to perform their duties within the institution. This output encompasses the number of candidates who pass the selection, the positions filled, and the initial competencies possessed upon acceptance. Unlike input and process, output represents the concrete result of the entire recruitment sequence, indicating the success of meeting the institution's human resource needs.

Based on field findings at STIT Muara Enim, recruitment outputs are specifically directed to meet the needs for professional human resources. This is realized through the acquisition of permanent lecturers with a minimum qualification of Master's degree (S2) who have an active or ready-to-be-submitted NIDN, as well as educational staff with relevant educational backgrounds and expertise. Meeting these outputs not only fills vacant positions but also serves as a crucial foundation for maintaining and enhancing institutional quality and supporting the development of new study programs.

Interviews with various stakeholders reinforce these findings. The Head of STIT stated that recruitment criteria have become stricter, focusing on educational background and professional experience. Lecturers and educational staff assessed that the selection process uses rigorous competency assessments but emphasized the need for further training to optimize the potential of new staff. Educational staff also highlighted the importance of technical and digital competencies among new personnel to support the modernization of campus work systems.

Overall, the quality of recruitment output significantly influences the achievement of institutional quality standards. The Head of the Quality Assurance Center (PPM) emphasized that highly qualified lecturers and educational staff accelerate the improvement of study program accreditation and student satisfaction. Therefore, this strategic recruitment output is a primary prerequisite for STIT Muara Enim to have a robust, professional, and sustainable human resource capable of transforming and

enhancing the quality of academic services and campus administrative efficiency comprehensively.

d. Feedback Mechanism from the External Environment in Lecturer and Educational Staff Recruitment

An effective feedback mechanism within an organization serves as an essential tool to enhance the quality of human resource management processes, including recruitment. Feedback is the activity of providing information to individuals focused on their performance or behavior (Putri, Fauziyah, Khair, & Gusmaneli, 2024). Feedback from the external environment such as graduates' users, regulators, and the community offers an objective perspective that helps the institution adjust recruitment criteria and processes to be more relevant and responsive to real needs. Meanwhile, internal feedback from educational staff and unit leaders supports ongoing performance evaluation and staff capacity development. The implementation of a systematic and structured feedback mechanism, as practiced by STIT Muara Enim, demonstrates the institution's commitment to continuous improvement in maintaining the quality and effectiveness of human resource recruitment.

STIT Muara Enim actively implements a systematic feedback mechanism from both external and internal environments to ensure the quality of lecturer and educational staff recruitment. External feedback is obtained from graduates' users, regulators such as the Ministry of Religious Affairs, and community and religious leaders through surveys, tracer studies, and regular meetings with stakeholders. This data is used to revise recruitment criteria, for example, by increasing the weighting on microteaching tests if complaints regarding teaching quality are identified.

Internally, feedback is directly conveyed by educational staff to unit leaders to ensure optimal adaptation and contribution. Interviews with various parties, including the Head of STIT, lecturers, and educational staff, confirm that this feedback forms the basis for performance evaluation and recruitment criteria improvement so that the human resources accepted better fit the institution's needs.

Additionally, STIT Muara Enim conducts internal quality audits and collaborates with other universities to strengthen networks and communication experiences. This supports the enhancement of recruitment quality and sustainable human resource management.

In conclusion, this structured and responsive feedback mechanism reflects STIT Muara Enim's commitment to continuous improvement. However, there is a need for further formalization in managing internal feedback from educational staff to make performance evaluations more structured and objective.

Challenges and Obstacles in Human Resource Management through Lecturer and Educational Staff Recruitment on the Quality of Education at STIT (Sekolah Tinggi Ilmu Tarbiyah) Muara Enim

Globalization has significantly impacted various aspects of life, including the education system, particularly in management and business fields. This phenomenon urges educational institutions to adapt rapidly to face dynamics and competition at the global level (Fitriana, 2025). One of the main challenges faced by institutions like STIT Muara Enim is the difficulty in obtaining prospective lecturers and educational staff with specialized expertise and strong competitiveness in the academic labor market. This condition demands innovative and collaborative human resource management, including through cooperation among universities, to strengthen networks and overcome internal competency limitations. This strategic approach is crucial to maintaining educational quality and the sustainability of institutional development amid increasing global pressures and complex local demands.

The changes brought by globalization introduce new challenges in the education sector, especially at STIT Muara Enim, which heavily depends on the quality of human resources via lecturer and educational staff recruitment. However, the recruitment process faces major obstacles such as difficulty in finding candidates with specialized skills and intense competition with other institutions offering more attractive compensation. Interviews with leaders, lecturers, and educational staff reveal that the availability of competent human resources in very specific study fields and educational staff with technical expertise, such as IT, is very limited. This becomes a significant barrier to maintaining the expected quality of education. These obstacles reflect systemic competency and institutional competitiveness gaps that affect various functional levels within STIT. Therefore, STIT needs innovative strategies in human resource management to improve recruitment quality and retain qualified personnel. As a solution, STIT Muara Enim has established cooperation with other universities through Memoranda of Agreement (MOA). This collaboration is expected to expand networks and help overcome recruitment challenges, allowing the quality of education at STIT to continue developing sustainably.

DISCUSSION

Human Resource Management through Lecturer and Educational Staff Recruitment on the Quality of Education at STIT (Sekolah Tinggi Ilmu Tarbiyah) Muara Enim.

a. Identifying Input Reception in Lecturer and Educational Staff Recruitment

The quality of human resources produced by an organization heavily depends on the quality of inputs received during the recruitment and selection process. Human resources play a crucial role in organizational operations because the success of an organization is largely determined by the quality of its human resources (Syarifah, Pritita, Muzadi, Maulana, & Negari, 2024). A systematic and participatory needs identification process forms the fundamental basis to ensure that the recruited workforce aligns with organizational needs and can provide optimal contributions. In the context of higher education, as implemented at STIT Muara Enim, involving various stakeholders in

determining the needs for lecturers and educational staff reflects an adaptive and responsive human resource management approach to the dynamics of the educational environment. This approach not only enhances decision-making accuracy but also strengthens collective commitment to maintaining institutional quality and sustainability.

Input reception in the recruitment process of lecturers and educational staff at STIT Muara Enim is a critical initial stage in the human resource management system. This process encompasses not only the identification of organizational needs but also the assessment of applicants' qualifications and the influence of external environmental factors that serve as benchmarks in setting recruitment standards. This aligns with human resource management theory that emphasizes the quality of output is contingent on the quality of input. Therefore, an appropriate input selection process is the cornerstone of successful human resource management strategies.

Interviews with lecturers AR and educational staff RS indicate that STIT Muara Enim has implemented a needs identification mechanism based on objective and participatory analysis. Lecturer needs are determined based on workload and student numbers, reflecting a quantitative approach and real field requirements. Meanwhile, the mechanism for determining educational staff needs involves direct communication among work units, staff, and leadership to ensure the required competencies align with current challenges and conditions. This approach aligns with participatory human resource management models that prioritize stakeholder involvement to achieve more accurate and relevant decisions.

Interestingly, the recruitment process at STIT Muara Enim is not solely top-down but also opens space for input from various parties, including lecturers, educational staff, and work units. This reflects a recruitment pattern responsive to actual field needs while maintaining quality through the central role of the Quality Assurance Center. This approach can be categorized as best practice in higher education human resource management, where decision-making is based on structured data and collective participation. Overall, the input reception mechanism implemented by STIT Muara Enim demonstrates the institution's commitment to managing human resources systematically and participatively. However, to further optimize this process, formal documentation and periodic evaluations of the needs identification process's effectiveness need to be strengthened, allowing continuous adjustments in line with the educational environment's dynamics and organizational development.

b. Conducting Internal Processing in Lecturer and Educational Staff Recruitment

The recruitment process is a crucial initial stage in human resource management as it determines the quality and suitability of the workforce relative to organizational needs (Patricya & Samiyah, 2025). Internal processing in recruitment involves a series of systematic and structured procedures designed to ensure candidate suitability with organizational needs and the cultural values upheld. An approach prioritizing

administrative selection, competency tests, in-depth interviews, and practical simulations such as microteaching not only enhances assessment accuracy but also strengthens quality orientation in human resource management. In the context of higher education, transparency, interdepartmental coordination, and good documentation form essential foundations to guarantee objectivity and accountability in the internal selection process. Therefore, this mechanism plays a vital role in maximizing the institution's internal potential while maintaining sustainability in human resource development. The internal processing in recruiting lecturers and educational staff at STIT Muara Enim consists of systematic and structured stages aimed at fulfilling human resource needs by optimizing the institution's internal potential. This approach emphasizes not only time and cost efficiency but also an understanding of organizational culture and internal career development. This aligns with human resource management principles that stress optimizing internal resources as a strategy to strengthen the organization.

Interviews with the Chairperson of STIT Muara Enim reveal that the internal selection involves several important stages, namely administrative selection, basic competency tests, interviews, and microteaching specifically for prospective lecturers. The document selection stage aims to ensure the completeness and authenticity of applicants' documents, serving as an initial validation step to guarantee data accuracy. Subsequently, the basic competency test, which includes written tests, academic potential, and psychological assessments, functions to comprehensively evaluate the intellectual and personality aspects of candidates. In-depth interviews are a crucial moment to test the suitability of candidates' character and commitment to institutional values, while microteaching provides a real depiction of the pedagogical abilities of prospective lecturers. This comprehensive selection approach reflects a strong orientation towards quality and candidate suitability with institutional needs.

In addition to the selection stages, internal processing also involves coordination among relevant departments, preparation of official meeting minutes, and objective and transparent decision-making. This process demonstrates good governance and strict control mechanisms in internal recruitment. This model aligns with human resource management frameworks that emphasize transparency and accountability as keys to successful selection processes.

Overall, the internal processing mechanism at STIT Muara Enim demonstrates mature and quality-oriented human resource management practices. However, to further enhance effectiveness, the institution may consider integrating information technology in the selection and documentation processes to accelerate workflows and minimize potential administrative errors.

c. Output Results in Lecturer and Educational Staff Recruitment

The recruitment process is a crucial initial stage in human resource management as it determines the quality and suitability of the workforce relative to organizational needs (Patricya & Samiyah, 2025). The output of the recruitment process is not merely the

number of candidates accepted but also the quality of the initial competencies possessed by the workforce as a fundamental capital for sustainable development. In the context of higher education, recruitment output must reflect the institution's need for human resources who not only meet current standards but are also prepared to face future challenges. This approach emphasizes that recruitment is an integral part of the human resource management cycle focused on improving quality and organizational sustainability. Thus, high-quality output becomes a key indicator of the success of human resource management strategies in educational institutions such as STIT Muara Enim.

The output in the context of recruiting lecturers and educational staff at STIT Muara Enim is the tangible product of the entire series of selection and internal processing stages undergone. This output is not only a quantitative figure representing the number of candidates successfully accepted but also encompasses the initial competency quality possessed by the selected teaching and educational staff. This approach aligns with human resource management theory, which stresses the importance of quality output as an indicator of recruitment process success. Based on interviews with Lecturer AR, the rigorous competency assessments applied during the selection process successfully produce human resources with adequate basic potential. However, he also emphasizes that this potential needs to be complemented with intensive training and continuous career development to achieve ideal quality standards. This confirms that recruitment output is not the end of the human resource management cycle but the starting point for further sustainable development.

From the perspective of educational staff, Mrs. DYL highlights that the latest recruitment output shows strengths in technical competencies and digital literacy. These capabilities are crucial to meet the demands of modernizing work systems within the campus environment, allowing new staff to contribute effectively from the outset. This opinion underlines the relevance of recruitment output that not only meets current needs but also anticipates future institutional challenges. Overall, the Head of the Quality Assurance Center, Mr. W, asserts that the presence of high-quality lecturers and educational staff is the main catalyst in achieving institutional quality standards. Recruitment output that aligns with these needs and standards will accelerate improvements in study program accreditation and increase student satisfaction. These findings affirm that recruitment output at STIT Muara Enim is strategically directed to fulfill the need for professional human resources capable of driving institutional progress sustainably.

d. Feedback Mechanism from the External Environment in Lecturer and Educational Staff Recruitment

Feedback is a crucial evaluation instrument for human resource management and an important element in employee potential development (Sulistiarini & Ismail, 2025). The feedback mechanism is an essential component in the performance management cycle and human resource management, especially in the context of recruiting lecturers and educational staff at STIT Muara Enim. Effective feedback consists of three main stages:

setting work standards, evaluating work performance against those standards, and providing constructive feedback. The implementation of this mechanism in the institution faces challenges, particularly in ensuring that feedback is delivered timely and objectively, which requires strong managerial and communication skills.

Interview results with Mr. AR, a lecturer, confirm that feedback from students, especially through evaluation questionnaires, serves as a primary instrument in assessing lecturer performance. This data is expected to form the basis for refining recruitment criteria so that accepted candidates better align with student needs and academic developments. This approach reflects the principle of continuous improvement, which is vital in modern HR management. Meanwhile, according to Mrs. DYL, educational staff provide internal feedback on the quality of new educational staff through direct communication with unit leaders. This mechanism is more supportive in nature and aims to assist adaptation and performance improvement of new staff without causing negative pressure. This approach emphasizes the importance of a conducive work environment for professional development and service quality enhancement.

STIT Muara Enim actively manages feedback from various external sources such as students, alumni, and regulators, as well as internally through colleagues. Feedback is collected via systematic surveys, meetings, and tracer studies, which are then used to revise and improve recruitment criteria—for example, by increasing the weight on pedagogical and communication aspects of lecturers and ensuring the quality of educational staff adaptation. However, the researcher suggests that the internal feedback mechanism for educational staff should be more formalized to make performance assessments more structured, objective, and accountable, thereby supporting more optimal continuous improvement.

Obstacles and Challenges in Human Resource Management through Recruitment of Lecturers and Educational Staff Affecting the Quality of Education at STIT (Sekolah Tinggi Ilmu Tarbiyah) Muara Enim

The current global changes significantly impact various sectors, including higher education. Globalization expands access to information and knowledge through digital technology, enabling education systems to align with international standards (Amalia, Lestari, & Mulyana, 2024). The globalization era not only transforms economic systems but also broadly influences social and cultural aspects of society. In this context, the quality of higher education becomes crucial as a foundation to produce generations capable of competing and adapting to the dynamics of the times. STIT Muara Enim, as a higher education institution, faces significant challenges in managing human resources, particularly through the recruitment process of lecturers and educational staff.

Based on interview results, one of the main obstacles faced is the difficulty in finding experts that match the institution's specific needs. This is especially felt in recruiting lecturers in uncommon academic fields and educational staff in critical areas such as information technology and finance. This challenge indicates a gap between the

institution's specific needs and the availability of competent human resources in the labor market. Additionally, intense competition with other institutions offering higher compensation acts as a strategic barrier in attracting and retaining quality human resources. This situation demands STIT Muara Enim to adopt innovative and strategic human resource management approaches, which not only focus on compensation aspects but also career development and a supportive work environment. This research is a proactive step to deeply identify these obstacles so that effective and adaptive recruitment and HR management policies can be formulated according to institutional needs. Thus, it is expected that the quality of education produced can continuously improve in line with the institution's vision and mission to produce excellent graduates ready to face global challenges.

CONCLUSION

Human resource management through the recruitment process of lecturers and educational staff at STIT Muara Enim plays a strategic role in maintaining and enhancing the quality of education. The input acceptance process is conducted systematically and participatively, involving various relevant stakeholders to ensure that organizational needs are accurately met and aligned with the dynamic educational environment. An approach based on objective analysis and inter-unit communication strengthens the relevance and effectiveness of the needs identification process for both lecturers and educational staff. Furthermore, the recruitment mechanism prioritizes openness to participation from various parties and highlights the central role of the Quality Assurance Center, demonstrating the institution's commitment to sustainably maintaining human resource quality. However, to improve human resource management performance, it is necessary to strengthen formal documentation and conduct periodic evaluations of the needs identification mechanism. This continuous adaptation is essential to keep up with organizational developments and external environmental changes. Thus, structured and participatory human resource management at STIT Muara Enim serves as an important foundation in supporting the achievement of optimal educational quality and institutional sustainability in facing the challenges of higher education.

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