



## **Human Resource Development Management of STAI Lecturer Ibnu Rusyd in the Society 5.0 Era**

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### **Abstract**

This study aims to analyze the management of Human Resources (HR) development of lecturers at the Ibn Rusyd d College of Islam (STAI) in the modern era, focusing on strategies, implementation, and challenges faced. The approach used is qualitative with data collection techniques through interviews, observation, and documentation studies. The results showed that the development of human resources of lecturers at STAI Ibnu Rusyd d includes three main aspects, namely improving academic qualifications, strengthening professional competence, and fostering an Islamic work ethic. The strategies applied include the provision of further study scholarships, need-based training, and coaching through scientific forums and research activities. The implementation of this strategy is quite effective despite several obstacles, such as budget limitations, lack of active participation of some lecturers, and challenges in adapting to the latest educational technology. The research also found that the success of lecturers' human resource development management depends not only on the formal policies of the institution, but also on the commitment of the leadership, the motivation of individual lecturers, and the support of the academic ecosystem. This research is expected to be a reference for other higher education institutions in formulating adaptive and sustainable HR development policies.

Keywords: Management; Human Resource; Era Society 5.0

### **Abstrak**

Penelitian ini bertujuan untuk menganalisis manajemen pengembangan Sumber Daya Manusia (SDM) dosen di Sekolah Tinggi Agama Islam (STAI) Ibnu Rusyd di era modern, dengan fokus pada strategi, implementasi, dan tantangan yang dihadapi. Pendekatan yang digunakan adalah kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa pengembangan SDM dosen di STAI Ibnu Rusyd mencakup tiga aspek utama yaitu peningkatan kualifikasi akademik, penguatan kompetensi profesional, dan pembinaan etos kerja islami. Strategi yang diterapkan meliputi penyediaan beasiswa studi lanjut, pelatihan berbasis kebutuhan (*need based training*), serta pembinaan melalui forum ilmiah dan kegiatan penelitian. Implementasi strategi ini berjalan cukup efektif meskipun terdapat beberapa hambatan, seperti keterbatasan anggaran, kurangnya partisipasi aktif sebagian dosen, serta tantangan adaptasi terhadap teknologi pendidikan terbaru. Penelitian juga menemukan bahwa keberhasilan manajemen pengembangan SDM dosen tidak hanya bergantung pada kebijakan formal lembaga, tetapi juga pada komitmen pimpinan, motivasi individu dosen, serta dukungan ekosistem akademik. Penelitian ini diharapkan dapat menjadi rujukan bagi lembaga pendidikan tinggi lain dalam merumuskan kebijakan pengembangan SDM yang *adaptif* dan berkelanjutan.

Kata Kunci: Manajemen; SDM Dosen; Era Society 5.0.

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## INTRODUCTION

Society 5.0 was first proposed by the Government of Japan in the *Fifth Science and Technology Basic Plan* as a human-centered society where economic development and social problem solving can run in harmony through high integration between cyber and physical space.<sup>1</sup> This concept is then strengthened in the *Sixth Basic Plan* (2021) which emphasizes that *society 5.0* must be sustainable, resilient to threats, and ensure the safety and welfare of various levels of society.<sup>2</sup> Historically, *society 5.0* is a continuation of the evolution of the social order from hunter-gatherers (1.0), agrarian (2.0), industrial (3.0), to the information era (4.0), which now prioritizes a *human-centered supersmart society*.<sup>3</sup> Thus, *society 5.0* demands mastery of advanced technologies such as *big data*, *Internet of Things (IoT)*, and artificial intelligence (AI) to create *value creation* that is oriented towards human needs.

In the context of higher education, the implementation of *society 5.0* requires lecturers to have strong *digital literacy*, be able to collect, analyze, and interpret big data for appropriate *pedagogical decision-making*.<sup>4</sup> Digital learning models that integrate technology such as AI-based adaptive learning and MOOC platforms are an absolute requirement to increase *student engagement* and *outcomes*.<sup>5</sup> In addition, the *optimal blended learning* paradigm that combines face-to-face and online interactions must be designed in such a way that the quality of human interaction in the learning process<sup>6</sup> is maintained. The encouragement of cross-disciplinary collaboration (*convergence knowledge*) adds a new dimension for lecturers to collaborate with data scientists, engineers, and *humanities* experts in solving complex problems.<sup>7</sup>

As the spearhead of the tridharma of higher education, lecturers are not only required to carry out teaching, research, and service activities, but also continue to improve research and pedagogical competence in an ongoing manner.<sup>8</sup> Research shows that one of the main institutional constraints is the mismatch between organizational strategies and practices, resulting in training programs often not being targeted and lacking evaluation of long-term

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<sup>1</sup> Septian Aristya dkk., "Implementation of Ibnu Khaldun's Thoughts in Islamic Education in the Era of Society 5.0: Holistic and Contextual Approach," *Sebatik* 28, no. 2 (2024): 467–74.

<sup>2</sup> Simona Šarotar Žižek, Matjaž Mulej, dan Amna Potočnik, "The sustainable socially responsible society: Well-being society 6.0," *Sustainability* 13, no. 16 (2021): 9186.

<sup>3</sup> Farid Ahmadi and Hamidulloh Ibda, *The concept and application of new literacy in the era of the industrial revolution 4.0 and society 5.0* (CV. Pilar Nusantara, 2019).

<sup>4</sup> Sri Gusty et al., *Higher Education Towards the Sociological Era 5, 0 "Roles and Strategies"* (Tohar Media, 2023).

<sup>5</sup> Dewi Pratistiningsih et al., "DIGITAL EDUCATION INNOVATION IN IMPROVING LEARNING OUTCOMES IN THE INDUSTRIAL ERA 4.0," *Kabillah: Journal of Social Community* 9, no. 2 (2024): 144–55; Mohamad Mustari et al., *Introduction to Educational Technology* (Tri Scientific Education Foundation, 2024).

<sup>6</sup> MOHAMAD HAMZAH BIN MOHAMED AMIN, "Blended Learning Teaching Model at the Andalus Education Centre Singapore (Analysis of Singapore's Education Policy in the Pandemic Era)" (PhD thesis, SULTAN SYARIF KASIM STATE ISLAMIC UNIVERSITY, RIAU, 2024).

<sup>7</sup> H. Siswanto Masruri, Lukman Fauroni, and Sri Suwartini, "COLLABORATION RESEARCH BETWEEN UNIVERSITIES: Building an Applicative Model for Science and Religion Relations in Islamic Religious Universities," 2022.

<sup>8</sup> Muhammad Sidik, "The Urgency of Improving the Competence and Professionalism of Lecturers," *JOURNAL AS-SAID* 3, no. 1 (2023): 42–53; Medya Apriliansyah, "The Role of Learning Organization in Improving the Competence of Lecturers in Higher Education," *JIP-Scientific Journal of Education* 5, no. 7 (2022): 2428–36.

impacts.<sup>9</sup> Another challenge arises from the need to transfer research results to the public effectively, which requires the ability to communicate scientifically and implement digital *outreach* by lecturers.<sup>10</sup> In addition, aspects of the welfare and psychological resilience of lecturers need attention, considering the increasingly complex workload in the digital era and globalization.<sup>11</sup>

*Strategic Human Resource Management (SHRM)*, according to Armstrong, views human resources as a strategic asset that must be managed to support the achievement of the organization's vision and mission, including evidence-based planning, recruitment, development, and *retention*.<sup>12</sup> The HR development process model, which includes needs analysis, program planning, implementation, and continuous evaluation, provides an adaptive operational framework to fill the lecturer competency gap in the context of *society 5.0*.<sup>13</sup> The *competency based development approach makes digital, collaborative, and leadership competency profiles* the main *outcomes* of the development program.<sup>14</sup> Evaluation of effectiveness based on performance metrics and 360° feedback as well as *continuous improvement cycles* is also *crucial* to ensure that the program is always relevant to technology dynamics and *stakeholder needs*.<sup>15</sup>

Ibn Rusyd as an Islamic university that upholds classical and modern scientific values, is faced with the need to improve digital infrastructure and the capacity of lecturer human resources to implement *society 5.0* as a whole. Limited access to *cutting-edge learning platforms* and lack of international networks are obstacles to the development of collaborative programs and research publications with a global reputation. Furthermore, the characteristics of Islamic value-based institutions demand a human resource development model that not only emphasizes technological literacy, but also strengthens ethics and human values in the use of technology. Thus, a holistic approach is needed that combines *global best practices* with local wisdom and Islamic values *rahmatan lil 'alamin*.

This research aims to formulate a management model for lecturer human resource development at Ibn Rusyd that is adaptive to the demands of *society 5.0*, including improving digital literacy, *digital pedagogy skills*, and cross-disciplinary collaboration to produce learning and research innovations. Practically, the results of the research will be the basis for institutional policies in designing a *lecturer development roadmap*, including training packages, *mentoring*, and competency-based performance evaluation schemes. Theoretical

<sup>9</sup> Irpan Ilmi, Khidayat Muslim, and Nur Aziz, "The Effectiveness of Improving the Quality of Graduates Through the STISIP Tasikmalaya Education Program," *Benchmarking* 9, no. 1 (2025): 1–15.

<sup>10</sup> Fathul Qorib, "Challenges and Opportunities for Collaboration between Universities and the Community in Service Programs in Indonesia," *Journal of Indonesian Society Empowerment* 2, no. 2 (2024): 46–57.

<sup>11</sup> Dyah Vierdiana, "Analysis of factors affecting mental health among college students," *Journal of Education and Teaching Review (JRPP)* 7, no. 1 (2024): 1553–58.

<sup>12</sup> Fauzia Afriyani et al., *Human Resource Management: Comprehensive Theory in Human Resources* (PT. Sonpedia Publishing Indonesia, 2024); Nanny Mayasari et al., *HUMAN RESOURCE MANAGEMENT AND INDUSTRIAL STRATEGY Technical Approach and Human Resources Development* (Widina Publisher, 2025).

<sup>13</sup> Sulastri Taridala and Rosihan Anwar, *EDUCATION TRANSFORMATION: Optimizing Teacher Performance and Service Quality through the Independent Learning Program* (Feniks Muda Sejahtera, 2023).

<sup>14</sup> Winda Novianti, "The Purpose of Competency-Based Learning Models," *EDUCATION REVOLUTION* 45, accessed May 6, 2025.

<sup>15</sup> S. M. B. Gia Rizky et al., "BASICS OF HUMAN RESOURCE MANAGEMENT," accessed May 6, 2025.

contributions include the expansion of SHRM literature in the realm of Islamic higher education by adding the dimension of *human centered technology adoption* and *value based competency development*. Thus, this research not only strengthens the capabilities of lecturers, but also increases the competitiveness of Ibn Rushd at the national and international levels.

## RESEARCH METHOD

This study uses a *qualitative approach*, which was chosen to explore in depth the dynamics of the management of Human Resources (HR) development of lecturers at STAI Ibnu Rusyd in the *era of society 5.0*.<sup>16</sup> This approach is seen as appropriate because the issues raised are complex, require contextual understanding, and involve subjective interpretations of actors who play a direct role in human resource development practices. By focusing on one institution, this research aims to capture a complete and detailed reality of strategies, challenges, and impacts that arise in efforts to improve lecturer competencies according to the demands of digital transformation and humanistic *society 5.0*.

The location of the research was determined at STAI Ibnu Rusyd, a higher education institution that was specifically the subject for having initiated a number of technology-based and innovation-based lecturer development programs. The selection of this location is based on *purposive* considerations, namely the selection of places that are considered to be able to provide *rich information* related to the phenomenon being studied.<sup>17</sup> The focus of the research is directed at the HR management unit, leaders, and lecturers, so that a comprehensive picture is obtained regarding the planning and implementation of human resource development at the institutional level.

Data collection techniques were carried out through interviews, observations, and documentation studies. Interviews are conducted in a semi-structured manner, with flexible question guides to allow for the *exploration of* issues that arise during the interaction with *the informant*. Key informants in this study include the head of the human resource development unit, the head of the study program, and lecturers, so that the researcher can explore *perceptions* from various perspectives. Meanwhile, observations were carried out by recording behaviors, interactions, and activities related to lecturer development programs, including technology training, academic discussions, and teaching practices. The documentation study complements the interview and observation data by examining official documents such as training reports, HR development guidelines, and lecturer performance records.<sup>18</sup> In terms of data analysis, this study uses the Miles and Huberman interactive model, which includes the stages of data reduction, data presentation, and conclusion drawn. The data reduction process is carried out by sorting out relevant information from interviews, field notes, and documents, then identifying the main themes related to the focus of the research. Data presentation is carried out in the form of a matrix, diagram, or thematic narrative that

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<sup>16</sup> Zaenal Arifin, "Educational research methodology," *Al-Hikmah Journal* 1, no. 1 (2020).

<sup>17</sup> Agus Salam, *Qualitative research methods* (CV. Azka Pustaka, 2023); Rukin, *Qualitative research methodology* (Ahmar Cendekia Indonesia Foundation, 2019).

<sup>18</sup> Muhammad Ali Equatora and Lollong M. Awi, *Client data collection techniques* (Bitread Publishing, 2021).

helps to see patterns of relationships between variables. Furthermore, conclusions are drawn reflectively, taking into account the relationship between the findings and the consistency of meanings that emerge during the research process.<sup>19</sup>

To ensure the validity and reliability of the data, the researcher used *triangulation* techniques, both *source triangulation*, *method triangulation*, and *time triangulation*. *Source triangulation* is carried out by comparing information from various informants to see the consistency of answers. *The triangulation* method was applied by combining the results of interviews, observations, and documentation. In addition, the researcher also conducts *member checking*, which is asking for confirmation from the informant regarding the researcher's interpretation of the data obtained, in order to reduce the potential for interpretive bias.<sup>20</sup>

## RESULTS AND DISCUSSION

### Management Strategy for Lecturer Human Resources Development in the Society Era 5.0

The results of the study show that STAI Ibnu Rusyd has implemented various strategies for the development of lecturers Human Resources (HR) which are specifically designed to answer the challenges and opportunities that arise in the *era of society* 5.0. These strategies include strengthening digital technology competencies, developing *soft skills* based on a *human-centered learning* approach, and fostering a work ethic that prioritizes innovation and collaboration. Concrete steps such as the implementation of AI-based *Learning Management System* (LMS) training, workshops on the use of *big data* in research, and digital *storytelling training* to improve the quality of teaching have become routine programs of the institution. One of the heads of the study program emphasized that "we want lecturers to be not only skilled in teaching, but also able to design learning that is interactive, technology-based, and in accordance with the needs of the digital generation of students.

The results of the interview with the head of the LPM unit further strengthen the importance of mastery of technology by lecturers. The head of the unit stated that "We are aware that lecturers are not only required to teach, but must also be able to take advantage of the latest technology so that students are ready to face the challenges of industry 4.0 and *society* 5.0." This reflects the paradigm shift from *conventional education* to technology-based education, where the role of lecturers is not only as a transmitter of knowledge, but also as a *facilitator*, *innovator*, and developer of digital materials. Field observations also show that most lecturers are quite enthusiastic about participating in digital training, but challenges arise when inviting lecturers who are quite senior to adapt. One of the lecturers who is quite senior even said that "The changes are too fast. we often feel stuttered with new applications. There needs to be special assistance for those of us who are less familiar with technology."

<sup>19</sup> Matthew B. Miles dan A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (SAGE, 1994).

<sup>20</sup> Muftahatus Saadah, Yoga Catur Prasetyo, and Gismina Tri Rahmayati, "Strategies in Maintaining the Validity of Data in Qualitative Research," *Al-'Adad: Journal of Mathematics* 1, no. 2 (December 24, 2022): 54–64, <https://doi.org/10.24260/add.v1i2.1113>.

In addition to technological competence, the aspect of developing *soft skills* is also an important concern. The institution conducts effective communication training, critical thinking skills, empathy-based classroom management, and *collaborative* leadership. One of the lecturers said that "A lot of training helps us learn to understand students, not just giving assignments or materials. How to build trust, motivate, all of that turns out to be very important." This *human-centered approach* is in line with the spirit of *society 5.0* which emphasizes the balance between technology and humanity. Students are expected not only to be users of technology, but also to be able to think *reflectively*, critically, and have social sensitivity, so that the role of lecturers as mentors of values and character becomes very vital.

This research also found that universities encourage a culture of innovation through policies that provide space for cross-disciplinary research, *problem-solving-based* service, and publications in national and international journals. One of the lecturers interviewed stated that "We are encouraged to not only focus on credit scores, but to produce research that is truly beneficial to the surrounding community, especially in solving local problems." This shows that institutional management has begun to shift the orientation of the *tridharma* of higher education from simply fulfilling *administrative* obligations to being the driving force of social innovation. The documented data analyzed showed an increase in the number of publications, research grant proposals, and community service programs involving *multi-stakeholder* collaboration in the past two years.

However, the study also identified a number of significant challenges. In addition to the *resistance* of some senior lecturers to technology, there are obstacles in the form of infrastructure limitations, such as unstable internet connections, lack of adequate digital devices, and time constraints due to the high workload of lecturers. One of the lecturers mentioned that "Sometimes, even though there is training, it is difficult for us to focus because the burden of teaching, guiding, and researching is already very dense. Better time management is needed so that self-development can be optimal." These challenges show that the success of lecturer human resource development is not only determined by training strategies, but also depends on institutional support that includes the provision of facilities, workload management policies, as well as organizational cultures that support continuous learning.

Theoretically, the findings of this study are in line with the strategic management model in human resource development in higher education, which emphasizes the importance of alignment between organizational vision, individual development, and external needs, such as technological developments and job market demands.<sup>21</sup> The latest literature also emphasizes that human resource development in the digital era requires the integration of technology and humanistic values so that the educational process does not lose its social meaning.<sup>22</sup> Thus, the

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<sup>21</sup> Baiq Sumarti et al., "The Evolution of Strategic Management: The Integration of Organizational Development and Human Resources in Improving the Quality of Educational Institutions," *Pendekar: Journal of Education with Character* 7, no. 4 (December 16, 2024): 397–406, <https://doi.org/10.31764/pendekar.v7i4.28162>.

<sup>22</sup> Moh In'ami and Zubaidi, *Islamic Education 5.0: Integration of Spirituality and Technology in the Era of Disruption* (Zahir Publishing, t.t.).

results of this study not only provide a practical overview of the implementation of the program at STAI Ibnu Rusyd, but also enrich academic understanding of the dynamics of lecturer development in the era of digital transformation.

From a practical perspective, this study provides several important recommendations for university management. First, there is a need for periodic mapping of lecturer competencies to design development programs that are more targeted, especially for senior lecturers who require a different approach than younger lecturers. Second, institutions need to strengthen the mentoring system through *peer mentoring* mechanisms, where tech-savvy young lecturers can share good practices with senior peers, while seniors can transfer their *pedagogical* experience to juniors. Third, institutional policies need to be directed at the provision of adequate digital facilities, more *flexible* workload arrangements, and *proportionate rewards* for lecturers who are active in self-development activities and learning innovations.

### **Challenges in Implementing Lecturer Human Resources Development**

Although various programs have been carefully designed by STAI Ibnu Rusyd, the implementation of lecturer human resource development in the field still faces a number of challenges that cannot be ignored. Based on in-depth interviews with several senior lecturers, it was found that there is *resistance* to digital change. One of the lecturers with more than 20 years of experience said, "To be honest, we who have been teaching for a long time find it difficult to adapt to new technology. It feels like it changes too quickly and there is not always support." This statement reflects that rapid technological change is not always in line with the mental readiness and adaptability of individuals, especially in groups of lecturers who were previously familiar with conventional teaching methods.

In addition to *personal resistance*, this study also identifies obstacles in infrastructure aspects. Unstable internet access in some workspaces and limited supporting devices, such as inadequate laptops or limited digital facilities, are significant obstacles. One of the lecturers stated, "We often have difficulties when we have to access online learning applications from campus, sometimes the network is slow or server errors, this makes the enthusiasm for learning technology decrease." These findings reinforce the view that the success of lecturer human resource development not only requires individual readiness, but must also be supported by adequate technical support and infrastructure. Without supporting facilities, the training efforts that have been designed will lose their effectiveness.

From an institutional perspective, interviews with the management staff of the HR development unit revealed a fairly complex reality. The staff explained, "We understand the importance of training, but sometimes the budget allocation is not enough because it has to compete with other operational needs. So, we have to be very selective in setting priorities." This shows that management faces a dilemma in the distribution of resources, where human resource development must share attention with other needs such as campus facility maintenance, academic operations, and physical infrastructure development. In other words, the problem is not only in the planning aspect, but also in the limitation of *managerial* and *financial capacity*.

An in-depth analysis of the results of this study shows that the success of lecturer human resource development programs requires a more *holistic* approach. It is not enough to provide training or workshops, but it is also important to ensure that lecturers have mental readiness, technical support, and adequate incentives to continue to develop. Based on the literature on HR management in higher education, *intrinsic* motivational factors (such as enthusiasm for learning, awareness of the importance of self-renewal) and *extrinsic* motivational factors (such as awards, recognition, *financial incentives*) must go hand in hand for the competency development process to be effective. Without this balance, the programs designed tend to be just *formalities* without a significant impact on improving lecturer performance.

In addition, this study also shows the importance of sustainable mentoring mechanisms. Some lecturers suggested the need for a systematic *peer mentoring program*, where younger and digitally literate lecturers can be companions for senior lecturers in mastering technology. One of the young lecturers said, "We are ready to help senior lecturers, as long as there is an official scheme from the campus. This can be a place to learn from each other, not just one direction." With a scheme like this, the potential for intergenerational conflict can be suppressed, as well as create a *culture of collective* learning that strengthens the spirit of togetherness in the academic environment.

From a *theoretical perspective*, these findings corroborate the theory of *change management*, which states that resistance to change is a common phenomenon in organizations, especially if change is made without a proper communication strategy or without giving individuals enough time to adapt.<sup>23</sup> Therefore, a change management strategy that involves *transparent communication*, active participation, and psychological support is essential. The implementation of *society 5.0* in the university environment cannot only rely on *top-down* instructions, but must be accompanied by a *bottom-up* process that allows all elements of the organization to feel that they have a role in the change.

Practically, the results of this study provide important implications for institutional policy. First, institutions need to conduct periodic needs mapping, not only about technical competence, but also the psychological readiness and perception of lecturers to the changes that occur. Second, management must strengthen *internal* communication, ensuring that every HR development policy is disseminated clearly, completely, and *persuasively*. Third, the provision of a budget for human resource development needs to be prioritized, including finding alternative funding sources such as external grants or industrial cooperation, so that strategic programs are not hampered by financial limitations.

By integrating these empirical findings with relevant theoretical frameworks, this research makes an important contribution to understanding the dynamics of lecturer human resource development in the era of *society 5.0*, while offering practical solutions that can be adopted by other universities with similar conditions. These findings also open up space for

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<sup>23</sup> Mia Rahma Romadona dan Sigit Setiawan, "Communication of Organizations in Organizations Change's Phenomenon in Research and Development Institution," *Journal Pekommas* 5, no. 1 (24 April 2020): 91, <https://doi.org/10.30818/jpkm.2020.2050110>.



further research, specifically to explore how *cultural*, *structural*, and individual factors influence each other in the success of institutional innovation.

### **The Impact of Human Resources Development Programs on Lecturer Competency**

Findings from field observations and documentation studies show that various human resource development programs at STAI Ibnu Rusyd have resulted in real improvements in several aspects of lecturer competence. One of the prominent aspects is the improvement of *pedagogical skills*, especially in the application of innovative learning methods such as *blended learning*. One of the lecturers interviewed stated that "After participating in *blended learning training*, I feel more confident in managing online classes. Students also look more enthusiastic because the material is more *interactive*." This statement shows that training not only improves technical skills, but also increases lecturers' confidence, which is an important element in building a conducive learning climate.

In addition to the improvement in the field of pedagogy, the research capacity of lecturers has also experienced significant development. Based on documentation data from campus research institutions, there has been an increase in the number of research proposals that have been successfully funded, both at the *internal* and *external levels*. In addition, there has been a surge in lecturers' scientific publications in accredited national journals and reputable international journals. Some lecturers said that previously they felt that they did not understand the procedures for writing articles according to indexed journal standards, as well as how to use online journal platforms such as OJS (*Open Journal Systems*). However, after taking part in the training provided, they feel better prepared to compete and contribute in the wider academic realm. This shows that *the intervention of* the human resource development program has begun to yield measurable results.

An in-depth analysis of this data shows that the positive impact of development programs is not only individual, but also *collective*. For example, improving lecturers' publication capabilities has a direct impact on *the reputation* of institutions at the national level, which in turn strengthens the competitiveness of universities in obtaining accreditation, research grants, and *external cooperation*. From the student side, the implementation of *blended learning* more effectively contributes to increased student *engagement* and learning satisfaction. This is in line with the latest literature that emphasizes that technology-based teaching innovation is one of the main indicators of the success of university adaptation in the *society 5.0* era.

However, despite the positive achievements, it should be noted that not all lecturers experience the same impact. Based on observations, some lecturers still show limitations in integrating the training results into real practice in the classroom and research. Factors such as high workload, time constraints, and lack of daily technical support are obstacles that are often complained about. One of the lecturers said, "Sometimes we have participated in training, but once we return to our daily routine, it is difficult to find time to practice new things. In the end, many were forgotten." These findings reinforce the understanding that it is not enough to

be a one-off development program, but needs to be designed in a sustainable form with follow-up *mentoring*.

In addition, there are interesting findings related to *the intrinsic motivation* of young lecturers which is relatively higher than that of senior lecturers in utilizing the results of the training. Young lecturers tend to be more enthusiastic about trying new technologies, initiating *collaborative research*, and participating in national and international academic forums. One of the young lecturers said, "We feel encouraged because this is not only a matter of obligations, but also about self-development and future career opportunities." In contrast, senior lecturers more often view training as *an administrative obligation*, rather than a professional development opportunity. This difference *in perception* needs to receive management's attention so that HR development strategies can be designed according to the characteristics and needs of each age group or generation of lecturers.

From a theoretical perspective, these findings strengthen the theory of human resource development that emphasizes the importance of *a tailored development* approach, which is an approach that is tailored to the needs, abilities, and motivations of each individual<sup>24</sup>. Universities cannot apply a uniform approach (*one size fits all*) in developing their lecturers, especially in the era of *society 5.0* which demands speed, *flexibility*, and *personalization*. Thus, human resource management in higher education institutions must begin to adopt more *adaptive* strategies, such as the preparation of *individual development plans*, the provision of mentors according to fields, and the strengthening of practice communities that facilitate knowledge sharing between lecturers. Overall, these findings show that the human resource development program at STAI Ibnu Rusyd is on the right track in improving the quality of its lecturers. The current initiatives have demonstrated a positive impact in enhancing pedagogical skills, academic competence, and professional development. Many lecturers have reported increased confidence in delivering course materials, better integration of digital tools in teaching, and more active participation in academic forums or research activities. These outcomes indicate that the foundation of the program is solid and aligned with institutional goals for academic excellence.

However, despite these achievements, several areas still require significant improvement, particularly in terms of sustainability, mentoring, and program personalization. The lack of long-term planning and continuous support mechanisms has resulted in uneven progress among participants. Without structured mentoring, some lecturers may struggle to apply what they have learned in their specific teaching contexts. Moreover, the program tends to adopt a one-size-fits-all model, which does not always accommodate the varying needs, academic backgrounds, and career stages of different faculty members. As a result, the potential impact of the training is not fully maximized across the board.

To address these limitations, it is crucial for STAI Ibnu Rusyd to implement a more personalized and targeted development approach. This could include designing learning

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<sup>24</sup> Muaddyl Akhyar and Khadijah, "The Application of the Differentiation Approach in the Independent Curriculum in Islamic Religious Education Subjects," *Irfani (e-Journal)* 20, no. 2 (December 25, 2024): 277-95, <https://doi.org/10.30603/ir.v20i2.5898>.

pathways tailored to individual lecturers' strengths and areas for growth, integrating mentoring systems that pair junior faculty with senior academics, and establishing peer review or coaching practices that foster ongoing reflection and improvement. These strategies would not only strengthen the relevance of the program but also build a supportive academic culture that encourages continuous learning. Looking forward, periodic evaluation of the program's effectiveness will be essential. These evaluations should be based not only on administrative metrics but also on qualitative feedback from the participants themselves. Gathering input from lecturers about what works, what challenges they face, and what support they need can inform data-driven revisions to the program. Furthermore, regular monitoring will help ensure that each intervention remains responsive to evolving educational demands and institutional goals. Ultimately, the long-term success of any human resource development program depends on its ability to create a sustainable, dynamic, and inclusive framework. By continuously improving and adapting the program, STAI Ibnu Rusyd has the opportunity to cultivate a generation of educators who are not only academically competent but also innovative, reflective, and committed to the advancement of Islamic higher education.

## CONCLUSION

This study concludes that the management of lecturer human resource development at STAI Ibnu Rusyd has been strategically designed to answer the challenges of the Society 5.0 era. Planning includes mapping competency needs, preparing digital technology-based training programs, and strengthening *soft skills* relevant to *human-centered learning*. The organizational structure supports program delivery through clear division of tasks and coordination between units, although increased cross-disciplinary collaboration is still needed to encourage broader innovation.

The implementation of development programs includes activities such as *blended learning* training, the use of *AI-based Learning Management System* (LMS), and capacity building for research and publications. Lecturer participation was quite high, and the results of observations and interviews showed a positive impact in the form of increasing confidence in online teaching, increasing funded research proposals, and increasing publications in indexed journals. However, obstacles are still encountered, such as *the resistance* of some senior lecturers to technology, limited facilities, and budget allocation that is not optimal.

Overall, the management of lecturer human resource development at STAI Ibnu Rusyd has succeeded in improving the professionalism of lecturers in the aspects of education, research, and community service. This success is supported by the commitment of the leadership and the motivation of lecturers, although it still requires innovative policies to overcome structural and technical obstacles. These findings make an important contribution to the development of an adaptive, sustainable, and responsive human resource system to the demands of higher education transformation in the *era of society 5.0*.

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