

A MODEL OF LECTURER DEVELOPMENT IN AN UNDERDEVELOPED REGION: CASE STUDY UNIVERSITY OF AMAL ILMIAH YAPIS WAMENA

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ABSTRACT

The primary roles of lecturers are to improve efficiency within the institution and to increase service delivery to students and stakeholders. The purpose of this research is to explore and propose development models, focusing on the power of lecturers, and to analyze the functions that serve as sources of development in higher education. The study employed the qualitative method with a case study aimed at exploring development practices at Amal Ilmiah Yapis Wamena University. Data were collected through semi-structured interviews with key actors at Amal Ilmiah Yapis Wamena University and stakeholder partners from the Jayawijaya District Government. Subsequently, a model was developed based on field findings and refined with input from experts. NVivo application was used to analyze the data. The results indicate that the application of lecturer development at Amal Ilmiah Yapis Wamena University begins with the dimensions of planning, implementation, and evaluation stages of lecturer development. Findings from the case study reveal two additional stages: the diagnostic stage and analyzing the impact of lecturer development. It is expected that the findings will assist institutions and universities in formulating appropriate governance strategies and models to achieve organizational objectives.

INTRODUCTION

The understanding of human resource development is multifaceted. Various experts have proposed different views which complement each other, providing a comprehensive perspective. Human resource development refers to efforts aimed at enhancing the quality or capabilities of human resources through the processes of planning, education, training, and management of personnel to achieve optimal outcomes (Anggreni & Wayan Suartini, 2019). According to Werther and Davis, the aim of human resource management is to enhance the productive input of individuals within the organization while ensuring that this is done in a manner that is strategic, ethical, and socially responsible (Kaswan & Rathi, 2020).



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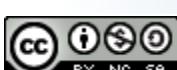
Takdir et.all, *A Model Of Lecturer Development In An Underdeveloped Region: Case Study University of Amal Ilmiah Yapis Wamena (2025)*

Nowadays, human resource development is a key factor in both organizational success and employee satisfaction. It is a fundamental function within companies. Without the advancement of knowledge as a resource, progress is unattainable. Researchers define employee knowledge as a component of human capital (Birasnav et al., 2010; Destré et al., 2008; Longo & Mura, 2011), although human capital also encompasses individual skills and abilities, referred to as employee competencies (Hsu, 2008). It can be understood that human resource development can enhance business performance by improving employee competencies (Kesti, 2012). However, the process of defining human resource development (HRD) by academics, researchers, and practitioners has proven to be challenging, elusive, and confusing. Defining HRD is challenging due to the absence of clear rules or boundaries. Additionally, some concepts related to HRD are difficult to explain because there is limited empirical evidence to support them. Confusion often arises regarding the philosophy, purpose, scope, and terminology associated with HRD (Garavan et al., 2000).

The shift from human resources to human capital development, aimed at preparing reliable human resources, aligns with the implementation of a human resource development system. Individuals must be able to anticipate future challenges and plan for a better future by addressing these changes in a holistic and integrated manner that encompasses global politics and the public sector (Kusumawati, 2015). The existing paradigm requires synergy and cooperation for developing human resources in alignment with collective goals and the interests of various stakeholders. In the context of sustainable development for a better society, there are two distinct approaches to engaging stakeholders in the implementation of plans: participation and partnership. These two forms of collaboration must be tailored to regional conditions, including human resource potential, infrastructure capabilities, and other relevant factors. Understanding collaborative research and development (R&D) within a company is a critical component of its technology strategy. R&D collaboration can provide valuable technological knowledge and enhance the company's technological capacity (Dodgson & Policy, 2007).

Higher education provides broader insights that significantly contribute to the advancement of the Indonesian educational landscape. The process of developing human resources is intrinsically linked to the implementation of the tridharma of higher education, which must be fulfilled by lecturers through their roles. Research indicates that the outcomes of research activities are among the most visible contributions made by lecturers. Evidence of these outcomes can be found in reputable national and international journals, enhancing the reputation of both the university and the lecturers (Anggreni & Wayan Suartini, 2019; Sofyani & Nazaruddin, 2019). Human resources are a strategic factor in all organizational activities, playing a crucial role in determining the direction of organizational policy and performance in achieving desired goals (Harmen & Darma, 2018). The significance of human resource management, particularly for lecturers and educators, is evident in the effective placement and development of available resources for specific tasks. Lecturers at a university are vital assets for the institution's success. The implementation of teaching activities and the structural management of a university depend on the capabilities of lecturers to perform effectively within the institution.

Researchers have examined methods for designing human resource development plans, focusing on various phases such as planning, implementation, and evaluation. For instance, the implementation phase utilizes cadre development strategies, professional competency development strategies, and career development strategies (Lahtifah & Kurniawati, 2021; Nahdhah, 2017). This approach involves developing work packages,



fostering synergy between available human resources and infrastructure, conducting human resource mapping, and establishing an ecosystem for collaborative implementation (Haryono et al., 2022). Key areas for improvement include the governance and management of universities, the qualifications of lecturers in human resources, and the quality of research and skills (Anggreni & Wayan Suartini, 2019; Safriadi, 2021). Additionally, enhancing the quality of HR recruitment and selection, HR training and development, work climate, budget allocation for HR development, and collaboration with other organizations is essential (Bernik & Kermc, 2013; Hoang Tien GAIE et al., 2020). Various human resource development strategies can be effectively implemented through collaboration and participation from multiple stakeholders. Therefore, such collaboration and participation are crucial for the successful implementation of diverse human resource development strategies.

Researchers have examined human resource development from various perspectives and employed different models. One example is innovation-based human resource development, which emphasizes the cultivation of skills such as critical thinking, creativity, and innovation (Sunarto, 2020). The HR Development Model is grounded in competence, talent, and resilience within organizations (Labola, 2019). Additionally, human development models in remote or interior areas, including community-based, government, and private development approaches, are also utilized (Pranowo & Hakim, 2017). The stakeholder-based HRD (SBHRD) model is informed by stakeholder theory, which conceptualizes organizations as embedded within a network of stakeholders (Baek & Kim, 2014). The Core Competencies Resource-Based Model Approach in Human Resource Development (HRD) (Clardy, 2008) is an integrated and sustainable HR development model that considers local knowledge and the critical role of stakeholders in promoting sustainable development (Fadhil et al., 2017). Furthermore, the PDCA (Plan, Do, Check, Action) model approach is also employed in this context (Leimena, 2016).

In developing various HR development models, certain indicators must be considered to ensure effective implementation, particularly in the context of partnership and collaboration. The significance of establishing and maintaining strategic partnerships as a manifestation of the HR development model has been extensively researched (Peterson, 2008). Researchers have examined the formation of collaborative management among local governments, academics, the private sector, the community, and mass media as a potential solution for regional development (Sani & Anam, 2022). The concept of partnerships has also evolved into Cross-Sector Social Partnerships (CSSP), which have become an increasingly common approach to addressing complex social and ecological issues that cannot be resolved by any single organization (Clarke & Fuller, 2010; Maturbongs & Lekatompessy, 2020). However, there is limited focus on collaborative strategic management, particularly concerning implementation and outcomes. Based on these considerations, the research questions addressed in this study are 1) How are the functions of lecturer development implemented in higher education institutions; 2) What is the model for developing lecturers in higher education institutions at Amal Ilmiah Yapis Wamena University?. The purpose of this study is to identify the stages of implementing the functions of lecturer resource development and to analyze and create a new model that can be utilized for ethically and socially responsible human resource development in higher education institutions.



METHOD

This study employed an exploratory case study design with the qualitative approach to develop a conceptual framework for lecturer resource development. This method was used to examine contemporary events while maintaining the phenomenon within its context. Case studies can generate valid new theories grounded in empirical findings (Eisenhardt, 1989; Yin, 2018). The research was conducted from November 2023 to April 2024, focusing on a single case study at the University of Amal Ilmiah Yapis Wamena. This selection was based on the university's location in Wamena City, Jayawijaya Regency, Papua Pegunungan Province. This context is particularly intriguing, as studies on best practices for lecturer development have predominantly focused on major cities in Indonesia. Wamena City, recognized as a developing city on Papua Island, has historically faced numerous challenges. However, with the recent central government policy designating Wamena City as a new autonomous region and one of the provincial capitals in Papua, new opportunities for human resource development and the advancement of the Foundation and University of Amal Ilmiah Yapis Wamena have emerged. Consequently, changes in the policies and operations of the Foundation and the university can be studied and implemented collaboratively, rather than waiting for directives from central authorities. This consideration aligns with Yin, (2018) assertion that the case under study is crucial for testing a theory. Furthermore, the case presents an extreme and unique situation, warranting individual examination.

The data utilized in this study comprise both primary and secondary data. Primary data were obtained through in-depth interviews with 13 informants, including 1 key informant who is the head of the university, 3 internal stakeholders consisting of Deans of Faculties, 3 Heads of Study Programs, 4 representatives of lecturers, and 2 representatives of local government as external stakeholders. The researchers selected informants based on their knowledge and understanding of lecturer resource development, their involvement in campus activities and, importantly, their willingness to provide information relevant to the research. During the interviews, the researchers synthesized the perspectives of the informants by analyzing events according to their viewpoints. Face-to-face interviews began with discussions of the experiences related to lecturer development at the university, while external informants shared their experiences regarding cooperation with the university. After the informants provided detailed information, the researcher employed a prepared question guide to conduct semi-structured interviews.

In this case study research, data analysis was conducted using the interpretative tradition, significantly influenced by the grounded theory method (Malorni et al., 2024; Utami Seminar & Sarwoprasodjo, 2022). The researchers synthesized data from observational results and videos available on the official university website. In-depth interviews were transcribed verbatim into issues, themes, and theories using the coding technique in NVivo 12 Pro. Furthermore, the results were validated by soliciting expert opinions. The subsequent step involved building propositions and theoretical models through comparisons with existing literature.

Figure 1 below presents the research stages and provides an overview of the workflow. The process is cyclical, allowing the researchers to return to previous stages if they identify aspects that require revision in the coding process or in the preparation of propositions. When the researchers determine that no further additions or modifications are necessary, the process ends. In qualitative research, this is referred to as theoretical saturation.



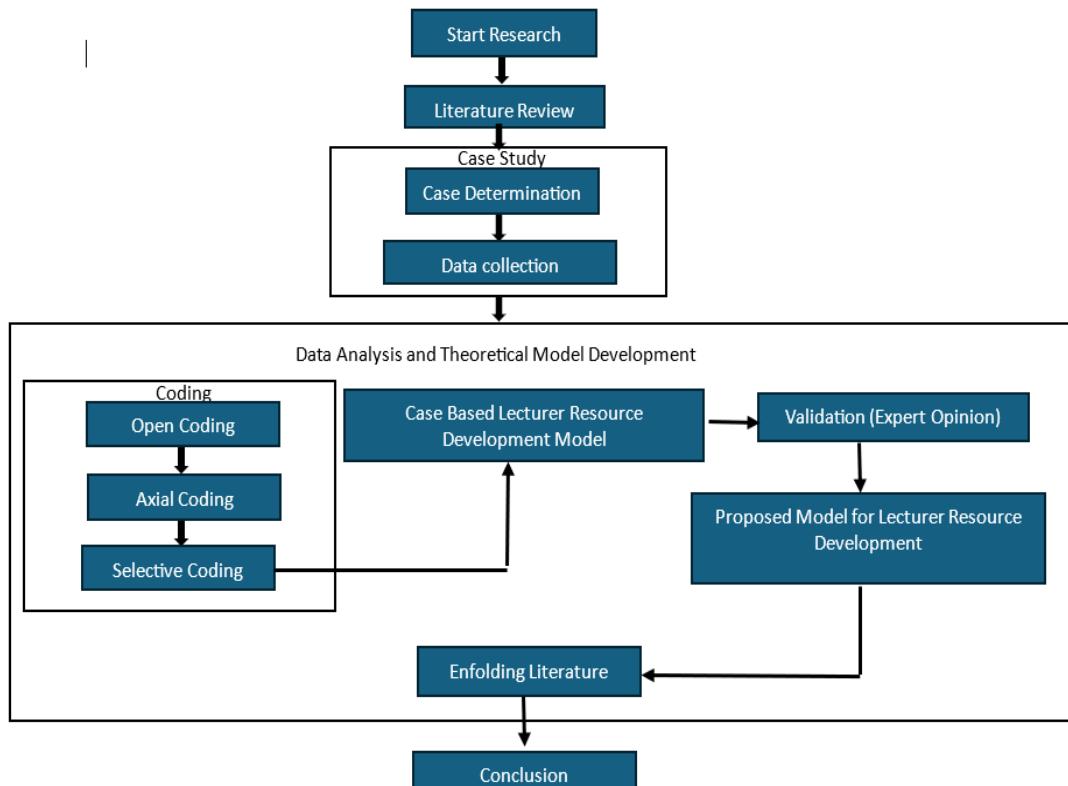


Figure 1. Research Stages

Source: Primary Data Processing, 2024.

The validity of qualitative research is often questioned, perceived as being highly subjective. Consequently, the researchers implemented validity and reliability measures to ensure that the study met established quality criteria. According to (Creswell, 2009) qualitative validity refers to the procedures used to verify the accuracy of findings, while qualitative reliability is demonstrated by the consistency of the approach employed. To enhance validity, the researchers utilized source triangulation by verifying data from various informants. This approach facilitated the description and categorization of similar, differing, or specific perspectives by exploring a range of existing sources, including both documentary evidence and ongoing activities. Additionally, researchers could employ technical triangulation, which involved cross-checking data from various sources using different methods. For instance, researchers may compare data obtained from interviews with their own observational findings. As a means of validating field findings, the researchers conducted focus group discussions (FGDs) involving experts and practitioners in the field of human resource development. The FGD included four experts, with the aim of fostering deeper and more focused discussions by limiting the number of participants.

RESULTS AND DISCUSSION

We employed a participatory case study to examine the lecturer resource development model as a concept and to develop a framework informed by the knowledge and experiences of lecturers and higher education institutions. In this section, we present the research findings, which reflect the perspectives and experiences of informants regarding lecturer resource development within their organizations.

Characteristics of Lecturers at Amal Ilmiah Yapis Wamena University

UNAIM Yapis Wamena was selected as the context for this case study due to the institution's current development. The higher education institution has undergone significant changes. Initially managing two study programs, UNAIM Yapis Wamena has evolved into a university offering ten study programs, encompassing various levels of education. This includes one vocational education program, eight academic programs at the bachelor's level, and one master's program (S2). The expansion of these study programs requires a substantial number of qualified teaching staff to ensure the effective implementation of higher education. The academic community at UNAIM Yapis Wamena relies heavily on its lecturers, who encounter various challenges in fulfilling their roles as professional educators within the campus environment. This perspective aligns with the community's view that lecturers are a strategic and dominant factor influencing student success in the process of transforming knowledge and technology, as well as in internalizing ethics and morals (Sujarwo, 2005).

Table 1. Characteristics of UNAIM Yapis Wamena Lecturers Based on Gender, Education Level, Functional Position, and Lecturer Certification

No	Characteristics of Lecturers	Number of people	Percentage (%)
1	Gender	Man	43
		Woman	31
2	Education Level	Master	69
		Doctor	5
3	Functional Position	Lecturer	38
		Assistant Professor	35
		Associate Professor	1
		Professor	0
4	Lecturer Certification	12	16.2
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Source : Pddikti UNAIM Yapis Wamena, 2024



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Education plays an important role in improving human resources. In the global era, education exists within a knowledge-driven context characterized by acceleration in development (Lamuri & Laki, 2022; Wijaya et al., 2016). According to the data presented in Table 1, it is evident that UNAIM Yapis Wamena has generally met the minimum standard for university lecturers, with a minimum educational qualification of a master's degree; notably, five lecturers (6.8%) hold doctoral degrees. Additionally, there are various functional positions available for lecturers, ranging from Assistant Professor to Associate Professor. However, it is concerning that the majority of lecturers do not hold functional positions and remain classified as teaching staff. Therefore, more focused efforts are required to increase the number of lecturers in functional positions, which would positively impact the success of obtaining lecturer certification. As of 2024, only 12 individuals (16.2%) have achieved this certification.

Stages of Lecturer Development

Following the analysis of data collected during the field research, this section presents the research findings, which encompass the views and experiences of individuals regarding the human resource development model of UNAIM Yapis Wamena. The results include the concepts, themes, and dimensions derived from the coding process.

Stages of Lecturer Development Based on Case Findings

Before proposing the formulation of the theoretical model, the model underwent several stages of preparation. Initially, this study constructed a model based on the findings from UNAIM Yapis Wamena. An inductive process was employed to develop the model, drawing from the results of interviews and other sources related to the UNAIM Yapis Wamena case. Subsequently, the model was refined through a normative analysis process incorporating input from experts and relevant literature. The stages of lecturer development implemented by UNAIM Yapis Wamena, as derived from the case findings obtained by the researcher.

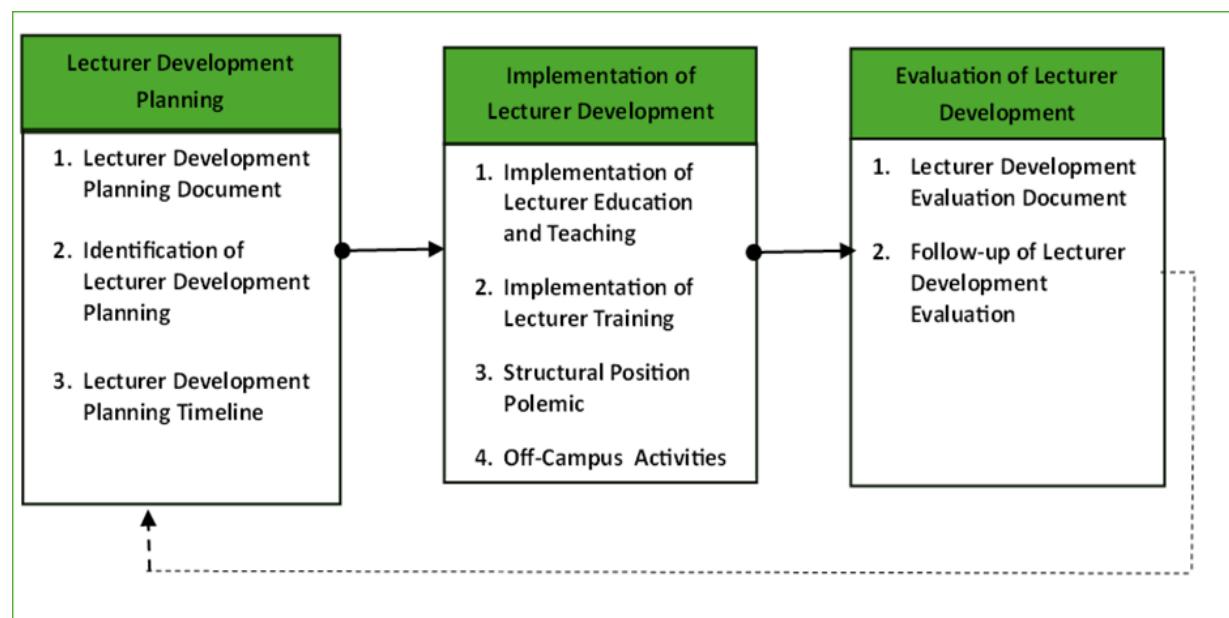
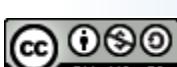


Figure 2. Stages of Lecturer Development Based on the UNAIM Yapis Wamena Case
Source: Primary Data Processing, 2024.

As observed in the field, the model commences with the planning of lecturer development at UNAIM Yapis Wamena. The research findings indicate three key factors that are critical in the planning of lecturer development at UNAIM Yapis Wamena: the documentation of lecturer development planning, the implementation of needs identification for planning, and the timeline for lecturer development planning.

Table 2. Interview Codification Results

Open Coding	Axial Coding	Selective Coding
1.1.1. Human Resource Planning Document	1.1. Lecturer Development Planning Document	
1.1.2. Campus Planning System		
1.1.3. Lecturer Development Stages		
1.2.1. Lecturer Needs	1.2. Identification of Lecturer Development Planning	1. Lecturer Development Planning
1.2.2. Internal Campus Needs		
1.2.3. Planning Proposals		
1.3.1. Planning Timeline		
1.3.2. Lecturer Development Roadmap	1.3. Lecturer Development Planning Timeline	
1.3.3. Research and Community Service Roadmap		
1.3.4. Socialization of planning documents		
2.1.1. Lecturer Education Affirmation		
2.1.2. Scientific Association	2.1. Implementation of Lecturer Education and Teaching	
2.1.3. Lecturer Scholarship		
2.1.4. Course Load		
2.1.5. Teaching Ability		
2.1.6. The Student Learning Approach		
2.1.7. Sustainable Community Service		
2.2.1. Training Form		
2.2.2. Lecturer Initiative		2. Implementation of Lecturer Development
2.2.3. Lecturer Activeness in Training		
2.2.4. Lecturer Involvement		
2.2.5. Speaker Competence	2.2. Implementation of Lecturer Training	
2.2.6. Training Continuity		
2.2.7. Training Material		
2.2.8. Training Method		
2.2.9. Lecturer Mentoring		
2.2.10. Training Time Arrangement		
2.2.11. Training Targets		
2.3.1. Leadership Direction	2.3. Structural Position Polemic	

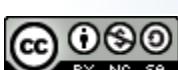


2.3.2. Structural Position	Workload	
2.3.3. Work Program	Consistency	
2.3.4. Student Administration	Services	
2.3.5. Structural Position Work	Time Arrangement	
2.3.6. Structural Position	Hierarchy	
2.4.1. Extra Work Outside	Campus	2.4. Off-Campus Activities
2.4.2. Off-Campus Training		
2.4.3. Self-Development Outside	Campus	
3.1.1. Performance Evaluation	Document	3.1. Lecturer Development Evaluation Document
3.1.2. Internal Lecturer Evaluation		
3.1.3. Lecturer Performance Evaluation		
3.1.4. Questionnaire Lecturer Performance Report		3. Evaluation of Lecturer Development
1.1.1. Competitiveness of Higher Education		
1.1.2. Consistency of Work Programs	3.2. Follow-up of Lecturer Development Evaluation	
1.1.3. Contribution to Campus Achievements		
1.1.4. Socialization of Lecturer Development Evaluation		

Source: Primary Data Processing, 2024

They utilize the planning document as a critical factor in the lecturer development planning stage, recognizing the importance of future lecturer development at UAIM Yapis Wamena. While they are in the process of creating a lecturer development planning document, the details currently remain limited to meeting the minimum standards for lecturer requirements and ensuring that the lecturer-to-student ratio in existing study programs is adequately addressed.

"So far, what we have done is only calculating the ratio, the campus only designs it, but we have never included the amount, only the percentage to be included in the Campus Development Master Plan, strategic plan documents, such as those related to the need for lecturers; we have never included the real amount for the quota of each faculty and other fields. But we only include the overall percentage; now this is what we think is still lacking, where we have to include more details, because the more students we have in the future, of course the need for human resources, especially lecturers, is increasing" (Informant 9, in-depth interview, March 2024).



This indicates that the lecturer development planning document lacks sufficient detail regarding the pathways for lecturers to advance in their careers, such as obtaining functional positions, achieving lecturer certification, or receiving other necessary training. The ambiguity in the development direction will adversely affect the progress of the lecturers.

The second factor that significantly contributes to the success of the lecturer development program at UNAIM Yapis Wamena is the identification of planning needs. The diverse requirements of both the lecturers and the institution highlight the complexity of the lecturer development issue.

"Lecturers' needs extend beyond food and drink, encompassing cultural needs as well. For example, lecturers have jobs outside, but on the other hand, there are still many other living needs. To fulfill them, lecturers must find other sources. So, the income on campus is not enough" (Informant 12, in-depth interview, April 2024).

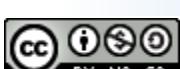
Meeting the basic needs of lecturers at UNAIM Yapis Wamena is essential. This includes ensuring that lecturers receive adequate financial support and that their needs are addressed in alignment with the UNAIM Yapis Wamena development plan. The findings of this case study are consistent with previous research conducted by the Papua Province Human Resource Development Bureau, which emphasizes that human resource planning involves fulfilling employee needs in a manner that aligns with organizational objectives. Human resource planning must establish goals that reflect individual, organizational, and national interests (Taroreh et al., 2016).

The researchers identified the necessity of a detailed timeline for planning lecturer development. For lecturer development to be effective, there must be a clear allocation of time stages that enhance the planning process, making it more efficient and coordinated. This approach will improve the quality of lecturer development and contributions at UNAIM Yapis Wamena. The establishment of time stages for lecturer development provides a comprehensive explanation of the planning timelines, an overview of the lecturer development roadmap, and a future roadmap for lecturer research and service at UNAIM Yapis Wamena. Additionally, it underscores the institution's commitment to continuously implementing the socialization of the lecturer development planning timeline. This aligns with findings from previous studies, which indicate that a lack of attention to the career planning timeline among employees results in ineffective human resource development; certain development activities remain unaddressed, including the absence of a functional workload for personnel analysts at each job level (Suryana & Agustina, 2019).

The research revealed that the most challenging aspects of lecturer development primarily involve ensuring the educational qualifications of lecturers, particularly in relation to doctoral education.

"I believe that further study is effective in developing lecturer HR because it will automatically increase lecturers' knowledge, especially in the field of Tridharma PT, and most importantly, it will broaden their insight and work network." (Informant 11, in-depth interview, April 2024)

The implementation is essential for the institutional transition from a college to Yapis Wamena Amal Ilmiah University. The capacity of lecturers in doctoral education is necessary to enhance lecturer competence and improve the accreditation of study programs and the institution, which currently predominantly holds excellent accreditation. The various challenges encountered in executing lecturer development plans highlight the



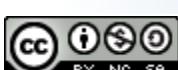
difficulties associated with teaching and training lecturers at UNAIM Yapis Wamena, where there is an expectation to elevate the existing standards. Similarly, the implementation stage of research and community service has not progressed effectively; this is evident from the community service activities, which have been largely situational and lack a series of ongoing initiatives.

Lecturer development must be designed as a sustainable program that is continuously evaluated and adjusted to meet the needs and changes occurring in the educational environment. This training process has facilitated the identification of necessary training, the mode of delivery (whether offline or online), and its application. The researchers have also identified challenges related to adapting to new technology. This finding aligns with the results of other research, which indicates that lecturers face difficulties not only in mastering technology but also in adapting to changes in student learning methods (Br Sembiring et al., 2024). Furthermore, they encounter obstacles in receiving post-training support, including mentorship and supervision from the study program and faculty, extending to the university level.

An intriguing aspect of the implementation of lecturer development is its relationship with the polemic surrounding structural positions, which often presents challenges when the two are interconnected. Frequently, lecturers in structural positions struggle to balance their time between administrative duties and academic responsibilities, such as teaching, research, and community service. This imbalance can hinder their optimal participation in lecturer development programs. Policies that require lecturers to juggle administrative and academic tasks must be considered within the context of lecturer development. Conversely, structural positions can offer opportunities for lecturers to cultivate leadership and managerial skills that may not be acquired solely through academic activities. Therefore, experience in structural positions can contribute to their professional development. This issue has also been noted in previous studies, where two factors—specifically high teaching loads and job responsibilities—have contributed to the stagnation in the number of lecturers attaining senior lecturer and professor positions, particularly in the field of education (Muluk & Amelia, 2019).

The final stage identified by the researchers in lecturer development, which significantly influences the sustainability of the development program at UNAIM Yapis Wamena, is the evaluation stage. This stage ensures that lecturer development programs meet the expected goals and provide maximum benefits for both the lecturers and the institution. Similar to the planning stage, researchers found that key factors of concern in the evaluation stage include the availability of lecturer development evaluation documents and the follow-up results from the evaluation. One form of evaluation documentation at UNAIM Yapis Wamena is the Lecturer Performance Report, which is a comprehensive document summarizing the activities and achievements of UNAIM Yapis Wamena lecturers each semester.

To follow up on the lecturer performance documents, UNAIM Yapis Wamena conducted evaluation stages in the form of a recapitulation of activities undertaken by the lecturers, particularly focusing on the percentage of lecturers who have received certification, character training, and Applied Approach (AA) training. In higher education, lecturer performance assessments are invaluable for compiling self-evaluation reports and performance reports for both institutions and study programs (Permana, 2020). Notably, researchers discovered that, in addition to the evaluation documents prepared by the lecturers themselves during the self-evaluation stage, the faculty and study programs



included a recapitulation of student satisfaction questionnaires regarding lecturer teaching services.

The researchers found that, in addition to the evaluation documents prepared by the lecturers themselves during the self-evaluation stage, the faculty and study programs included a recapitulation of student satisfaction questionnaires regarding lecturer teaching services.

"What we expect is a well-structured evaluation with written documents and if necessary, a ranking in the form of a score or percentage made in a clear form. So that at the end of the semester, an evaluation of the lecturer's performance for each semester can be submitted and recommendations can be provided for development in this field or what performance needs to be improved this semester and what score has been achieved so far" (Informant 7, In-depth interview, March 2024).

Follow-up on the lecturer development evaluation is essential to ensure that the program being implemented is effective and has a significant impact on the competitiveness of higher education institutions. As a result of the lecturer development evaluation, the proposed program must be executed consistently with the lecturer development targets in mind. However, the individual goals of lecturers and those of UNAIM Yapis Wamena should also be considered, and adjustments should be made if specific needs or issues arise.

Refinement of proposed stages based on case findings

Once the researchers obtained a comprehensive understanding of the stages of lecturer development, from planning and implementation to evaluation, they examined the informants' insights more closely and identified two additional stages: the diagnostic stage, which occurs prior to the planning of lecturer development, and the consideration of effects that need to be addressed following the evaluation. These two stages serve to refine the lecturer development process and are incorporated into a proposed development model.

a. Refinement of the proposed model through the diagnostic stages of lecturer development

The diagnostic stage of lecturer development is an effort to identify the needs in human resource development related to individual lecturers, groups, and the broader requirements of UNAIM Yapis Wamena. This stage focuses on understanding organizational problems, including their causes and effects, or on identifying the positive attributes of the organization (Ulumsyah & Syuhada, 2021). Another perspective posits that this diagnostic phase aims to ascertain the needs in human resource development concerning individuals, groups, and educational institutions. The prepared plan must address all the challenges and issues faced by educational institutions (Mubarok, 2021). The investigation revealed several factors that highlighted the necessity for a diagnostic stage in lecturer development at UNAIM Yapis Wamena. These factors included the theme of human resource mapping, policy direction at the campus, and an analysis of the campus's internal and external environment. The researcher identified a relationship between the diagnostic stages of lecturer development and the subsequent stages implemented in the development process.



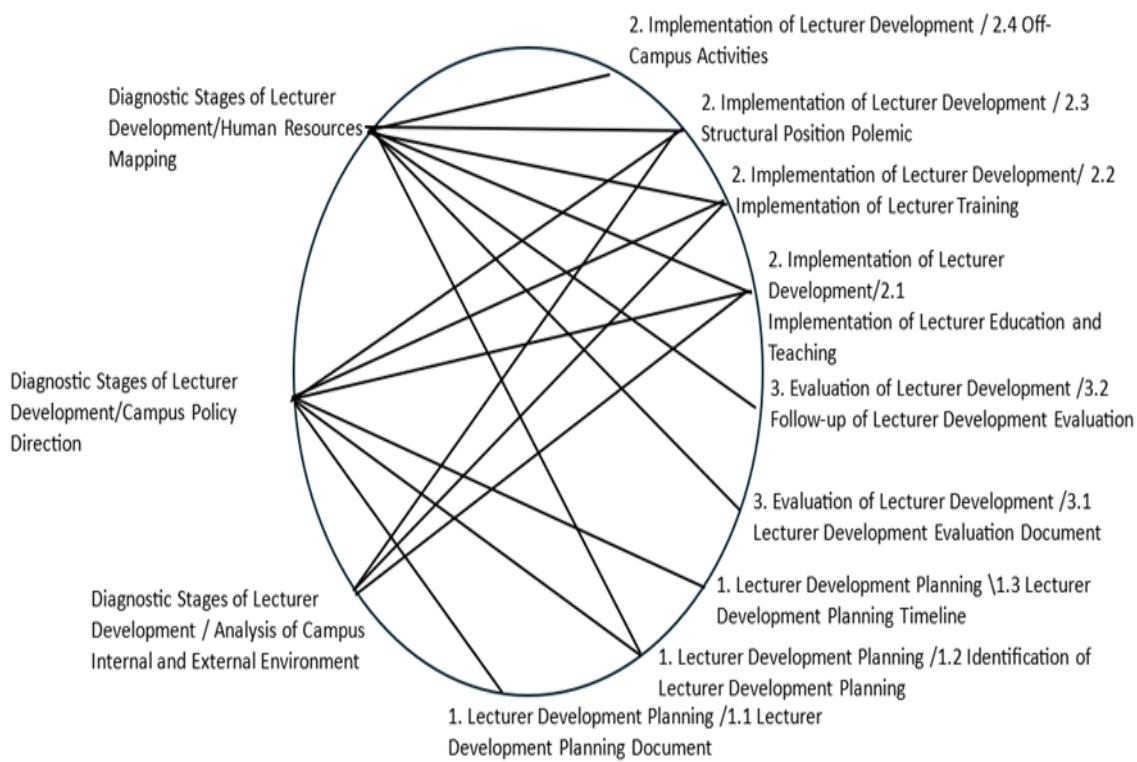


Figure 3. The Relationship between Diagnostic Stages and Lecturer Development Stages at UNAIM Yapis Wamena

Source: Primary Data Processing, 2024

As illustrated in Figure 3, the diagnostic stage is a crucial component of lecturer development at UNAIM Yapis Wamena. This stage addresses any issues that arise from the planning stage through to the evaluation stage. The human resource mapping process identifies potential and competency gaps among lecturers. The results of this mapping will serve as the foundation for designing more specific and targeted lecturer development plans, as each lecturer has unique development needs. If UNAIM Yapis Wamena prioritizes the human resource mapping process, it will facilitate improved opportunities for enhancement in the planning stage of lecturer development. The identification of lecturer development plans will achieve this objective. In this planning process, the individual needs of lecturers must align with the campus priorities for developing lecturer competencies. For instance, if the mapping results indicate weaknesses in research capabilities, campus policies may then direct development efforts toward research training and collaboration.

Human resource mapping is particularly effective during the implementation stage of lecturer development. The results of this mapping facilitate the implementation of education and teaching for lecturers, allowing for training to be tailored to their strengths and weaknesses, and ensuring the recruitment of suitable candidates without impeding their personal development. Understanding the direction of campus policy establishes a framework and guidelines for lecturer development. This policy is shaped by the institution's vision, mission, and objectives, including strategies aimed at enhancing the quality of education and human resources at UNAIM Yapis Wamena. Campus policy will assist in setting priorities for planning lecturer development, particularly in the creation of planning documents that align with institutional policy. This alignment will also enable UNAIM Yapis Wamena to adapt its approach to identifying development needs based on

both institutional policies and the requirements of lecturers. More importantly, campus policy will clarify the framework within which UNAIM Yapis Wamena formulates plans for lecturer development.

The researchers conducted an internal and external environmental analysis of UNAIM Yapis Wamena and identified a connection between the two. This connection would facilitate lecturer development in three key ways: by enhancing lecturers' education and teaching, by improving the quality of training activities, and by placing lecturers in positions that do not hinder their personal growth. It is essential to align the lecturer development strategy with the prevailing conditions, both on and off campus. For instance, the challenges faced in the Papua Mountains are significantly different from those in other regions, necessitating that lecturer development be relevant to the local context.

The diagnostic stage of lecturer development is the initial step in ensuring that the development aligns with the needs of current staff, the strategic policies of the campus, and the challenges arising from both internal and external sources. The planning, implementation, and evaluation processes of lecturer development will be more effective and measurable when grounded in appropriate and comprehensive diagnostics. This aligns with previous studies that emphasize the importance of environmental and external analysis in enhancing lecturer competence. Notably, during the internal analysis stage, the aspect of work culture does not receive adequate attention at these two universities. Furthermore, at the external environmental analysis stage, the social environment remains a secondary priority in the development of pedagogical and professional competence among lecturers (Dewi, 2018).

b. Refinement of the Proposed Model through Lecturer Development Impact Indicators

The implementation of lecturer development at UNAIM Yapis Wamena has a significant impact on campus development. Institutions participating in this development program have experienced various positive changes in terms of educational quality, management, and institutional competitiveness. Researchers conducted an investigation and identified several factors indicating the effects of lecturer development on both the lecturers and the UNAIM Yapis Wamena institution. These factors included the theme of campus development, enhancements in lecturers' educational qualifications and functional positions, and improvements in their overall competence. Notably, the researchers found a relationship between the impact of lecturer development and the stages involved in the development process; enhancements in various aspects of the lecturer development stages will have a substantial effect on overall development.



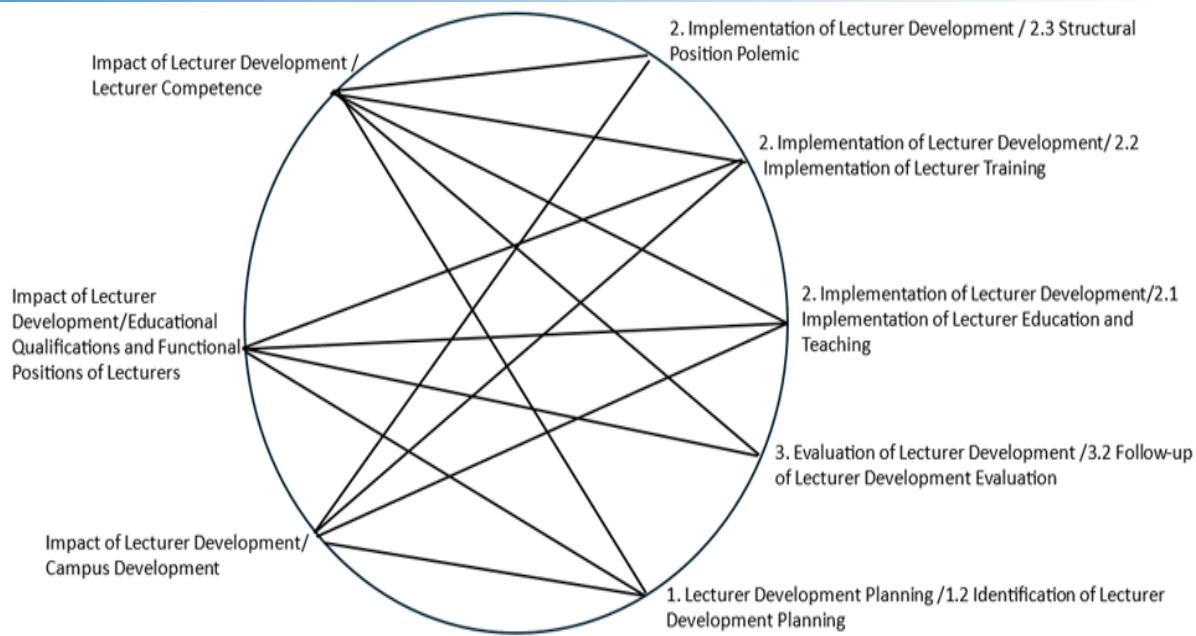


Figure 4. The Relationship between the Impact of Lecturer Development and Stages of Lecturer Development at UNAIM Yapis Wamena

Source: Primary Data Processing, 2024

Based on Figure 4, it is evident that the impact of the lecturer development program is clearly observable at each stage of lecturer development. The implementation of lecturer development has a direct effect on enhancing the competence of lecturers at UNAIM Yapis Wamena. Through training and workshop programs designed to update pedagogical knowledge and skills, lecturers at UNAIM Yapis Wamena are better equipped to deliver improved results in teaching and conducting research. This enhanced competence ensures that lecturers can present material in a more effective and relevant manner, addressing local needs while simultaneously improving the quality of education received by students. We subsequently refine the stages of lecturer development based on case data.

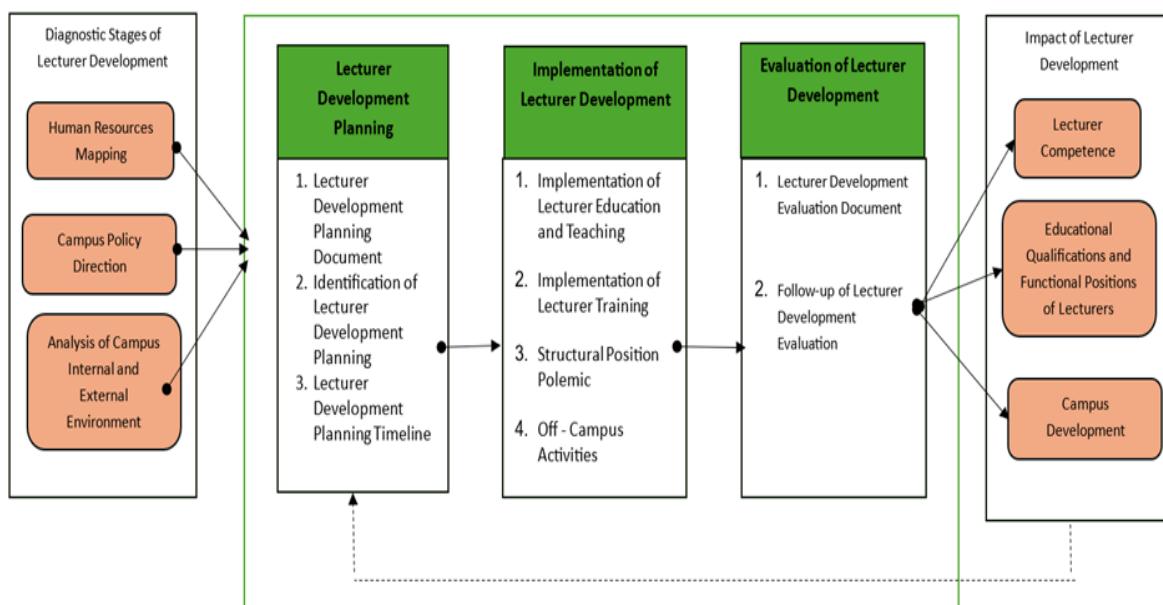


Figure 5. Stages of lecturer development based on cases at UNAIM Yapis Wamena

Source : Primary Data Processing, 2024



DOI : <https://doi.org/10.24076/zfdtg691>

Takdir et.all, A Model Of Lecturer Development In An Underdeveloped Region: Case Study University of Amal Ilmiah Yapis Wamena (2025)

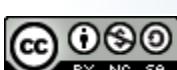
The implementation of well-directed lecturer training will have a significant impact on lecturer competence and their readiness to adapt to structural positions. It is evident that such positions provide opportunities for lecturers to develop leadership and managerial skills that may not be acquired solely through academic activities. Consequently, experience in structural roles can contribute to their professional development, particularly in enhancing their competencies as lecturers.

It should be acknowledged that the lecturer development program at UAIM Yapis Wamena not only focuses on enhancing teaching skills but also aims to improve the academic qualifications of lecturers and accelerate the process of advancing functional positions. This can be achieved if the higher education institution identifies the planning needs of lecturers in accordance with their actual requirements in the field, considering both the needs of the lecturers and those of the institution. Subsequently, during the implementation stage of lecturer development, training is conducted based on the identified needs and the targets to be achieved by the higher education institution. This approach is essential to ensure that the training is not merely ceremonial and lacks meaningful follow-up. At the end of the lecturer development stage, particularly during the evaluation phase, if the follow-up to the evaluation results is executed effectively, it will significantly enhance the educational qualifications and functional positions of lecturers. Campus development policies, such as the introduction of new study programs, the enhancement of institutional and program accreditation, or other policy initiatives, can be implemented if the lecturer development program is successful. This is particularly relevant for training lecturers, fostering more creative approaches to education and teaching, and transforming the organizational structure.

CONCLUSION

Based on the researchers' analysis, discussion, testing, and evaluation of the theory's applicability, this study draws several conclusions. These include the necessity of implementing the lecturer development function at universities, beginning with Amal Ilmiah Yapis Wamena University. This can be achieved by focusing on indicators related to the availability of planning documents, identifying necessary planning actions, and establishing timelines for implementation. The subsequent phase of lecturer development implementation addresses indicators related to the execution of education and teaching, the provision of lecturer training, extracurricular activities, and discussions regarding structural positions. The final function of lecturer development occurs during the evaluation stage, where indicators such as the availability of evaluation documents and follow-up actions based on evaluation results are utilized. The case findings propose the addition of two stages to the lecturer development process. Prior to the planning stage, a diagnostic phase is necessary to ascertain the needs of both lecturers and the university. This can be accomplished by examining human resource mapping indicators, understanding the direction of campus policies, and analyzing the internal and external environment of the campus. The final stage requires an analysis of the impact of lecturers, their educational qualifications, functional positions, and the enhancement of campus development.

This study recommends that lecturers should be encouraged to engage more actively in off-campus activities such as seminars, workshops, and collaborative research projects with other universities, both within and outside Papua. Such involvement can enrich their insights and strengthen broader academic networks. One of the primary challenges faced by lecturers is the burden of structural positions, which often detracts



from their focus on the tri dharma of higher education. Therefore, it is recommended that there be a thorough evaluation of the distribution of responsibilities, along with policy arrangements that promote job rotation, enabling lecturers to better balance their academic and structural roles.

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