

Impact of Management Development Strategy on Excellence Competition Using Performance as an Intervening Variable of the Private University under the LLDIKTI IX Area

Muhammad Toaha ¹, Hendriadi ², Megawaty ³, Al Kausar ⁴

¹ Universitas Hasanuddin, Indonesia1; muh_toaha@unhas.ac.id

² Universitas Hasanuddin, Indonesia; mpphery@gmail.com

³ Institute Business and Finance Nitro, Indonesia; mega.hendriadi@gmail.com

⁴ Institute Business and Finance Nitro, Indonesia; kausar.kalam@gmail.com

Received: 13/02/2024

Revised: 18/04/2024

Accepted: 14/05/2024

Abstract

This study aims to examine management development strategies for the excellence of private higher education in LLDIKTI IX. The sample in this study was 389 out of 17,589 lecturers working in 328 private universities in the LLDIKTI IX area. The statistical tools used for partial least square analysis with the Structural Equation Method and descriptive statistics. It was found that Development Academic, Curriculum Development, Support Career, and Development Education Have a significant impact on the Performance of Lecturers while Expansion of Education and Developing Competence have no significant impact. Development of Academics, Support Career, and Development of Education Have a significant impact and the Performance of Lecturers' Excellence Competition, while Expansion of Education, Curriculum Development, and Developing Competence have no significant impact on the Excellence competition in private universities in the LLDIKTI IX area.

Keywords

Education; Management Strategy; Private University

Corresponding Author

Muhammad Toaha

Universitas Hasanuddin, Indonesia1; muh_toaha@unhas.ac.id

1. INTRODUCTION

Success in building a tertiary institution in this super modern era is not only dependent on the performance of the tertiary institution but is also influenced by the external environment of the tertiary institution, namely the strategic environment where competition continues to occur. In carrying out its main mission and function, it requires both tangible and intangible resources that are also needed by other tertiary institutions to survive in the competition (Fred R. David, 2006).

In carrying out its main mission and function, higher education in its various forms (university, high school, and polytechnic), requires human resources both tangible and intangible which are also needed by other tertiary institutions. Universities also have to compete with other tertiary institutions in alleviating graduates produced, scientific products created, and various other things which are products that are needed and offered to the community. To obtain greater revenue each tertiary institution must compete to obtain as much funding as possible (Suardana & Prathama, 2021).

The dynamics of education in Indonesia are shaped by a multitude of factors, each playing a pivotal



role in determining the performance of lecturers and the success of excellence competitions. From the expansion of educational opportunities to the continuous development of academic programs, curriculum enhancement, competence building, support for career growth, and overarching progress in education, these elements collectively influence the educational landscape. Understanding the interplay between these factors is essential for comprehending their impact on lecturer performance and excellent competition outcomes (Ninlawan & Areerachakul, 2015).

The expansion of educational opportunities has been a cornerstone of Indonesia's educational development, aiming to increase access and inclusivity across all levels of education. As more students enter the education system, the demand for qualified lecturers grows, thereby impacting the quality of instruction and academic outcomes. Moreover, the development of academic programs, aligned with evolving educational standards and market demands, directly influences the expertise and competencies required of lecturers to deliver high-quality education (Damayanti et al., 2023).

Curriculum development plays a critical role in shaping the educational experience and learning outcomes of students. A well-designed curriculum that integrates relevant content, pedagogical approaches, and assessment methods not only enhances student learning but also guides lecturers in delivering effective instruction. Similarly, developing competence among lecturers through ongoing professional development initiatives ensures they remain abreast of best practices, pedagogical advancements, and subject matter expertise (Omar et al., 2023).

Support for career growth is instrumental in fostering lecturer motivation, job satisfaction, and professional advancement. Recognizing and rewarding lecturer contributions, providing opportunities for skill development, and offering pathways for career progression contribute to a positive work environment and, consequently, lecturer performance (Lucía et al., 2012).

Furthermore, the broader development of education, including initiatives aimed at improving infrastructure, access, and equity, creates an enabling environment for lecturer excellence. By addressing systemic challenges and investing in educational resources, policymakers can enhance lecturer performance and facilitate success in excellence competitions, ultimately driving the advancement of education in Indonesia (Absah et al., 2021).

Expansion of education

First of all, the diversification of educational services includes various types of educational services beyond traditional academic subjects. This can include extracurricular activities such as sports, art, music, drama, and community service, as well as special programs that cater to students with different learning styles or learning abilities. Research conducted by various institutions such as the Ministry of Education and Culture (Kemendikbud) and the Research and Development Agency (Balitbang) shows that participation in extracurricular activities is positively related to increased academic achievement, increased self-esteem, and better social skills among students (Dehtjare & Uzule, 2023).

In conclusion, empirical research provides convincing evidence for expanding educational opportunities for students to obtain diversified educational services. By offering a variety of academic, extracurricular, and special programs, schools can improve student learning outcomes, promote equity and inclusion, and prepare them for success in an increasingly diverse and dynamic world. This holistic approach to education recognizes each student's unique talents, interests, and needs, ultimately contributing to the development of individuals who are well-rounded and ready to thrive in society (Fu et al., 2023).

Development Academic

Developing academic, professional, and survival skills for students with disabilities in Indonesia is an important challenge in ensuring inclusion and equal access to education. In this context, several theoretical foundations form the basis for developing inclusive education strategies for students with

disabilities (Batanero et al., 2022).

Theoretical basis :

a. Educational Inclusion Theory:

This theory states that every individual, including students with disabilities, has the right to have full access and be actively involved in education. The principle of educational inclusion encourages the development of learning environments that support diversity, without discrimination, and provide appropriate support for the needs of all students (Print & Murray, 1988).

b. Ecological Systems Theory Model:

This theory emphasizes the importance of understanding the influence of the social, physical, and cultural environment on individual development. In the context of inclusive education for students with disabilities, this approach emphasizes the important role of the school environment, support from teachers and peers, as well as support from family and community in creating a supportive environment for student development (Grant, 1999).

c. Self-Determination Theory:

This theory emphasizes the importance of giving individuals control and autonomy over their own lives and decisions. In an educational context, providing students with disabilities the opportunity to choose, control, and manage their learning process can increase their motivation, independence, and self-confidence (Cronbach, 2011).

d. Academic Skills Development:

To develop academic skills for students with disabilities, individualization and differentiation approaches in learning are key. Learning strategies that provide support tailored to individual needs, such as curriculum modifications, multisensory accessible learning materials, and support from accompanying teachers, can help students reach their academic potential. (Turnbull et al., 2006).

By implementing an inclusive approach based on a strong theoretical foundation and support from various parties, the development of academic, professional, and survival skills for students with disabilities in Indonesia can become more effective and sustainable. These steps will help create an inclusive and supportive educational environment for all students, regardless of their background or abilities (Strauser, 2014); (Carter et al., 2012).

Education and Training

Curriculum development and learning processes for university students in Indonesia are key aspects in improving the quality of higher education and preparing students to face challenges in the professional world. An approach based on theoretical foundations and supported by empirical evidence can help universities design effective and relevant learning experiences for students (Stickley et al., 2017).

Theoretical basis:

a. Constructivist Learning Theory:

This theory emphasizes that effective learning occurs when students are actively involved in building their understanding through reflection, discussion, and direct experience. In the context of university curriculum development, a constructivist approach encourages the development of a curriculum that focuses on student-centered learning, where students are allowed to explore, deepen, and apply concepts actively (Stefani et al., 2002).

b. Experiential Learning Theory:

This theory emphasizes the importance of direct experience in the learning process. Students learn

more effectively when they are involved in situations or projects that are relevant to the real world, where they can experience the concepts being studied directly. In the development of university learning processes, an experience-based learning approach promotes active, collaborative and reflective learning (Stefani et al., 2002).

Curriculum development and learning processes for university students in Indonesia require a holistic and evidence-based approach. By integrating theoretical foundations such as constructivism and experience-based learning, and supported by relevant empirical research, universities can design learning experiences that are student-oriented, relevant to the world of work, and have a positive impact on student learning outcomes. This will help create graduates who are ready to face challenges in the world of work and make a significant contribution to the development of Indonesian society and economy (Ninlawan & Areerachakul, 2015); (Tjong et al., 2016); (Hattie & Timperley, 2007); (Fowles-Sweet et al., 2018).

Developing the competence of lecturers and education

Developing the competence of lecturers and education staff in Indonesia is very important in facing the dynamics and challenges in the world of education which continues to develop. The background to this development effort can be understood through a theoretical review and understanding of the conditions of education in Indonesia.

Theoretical Background:

a. Continuous Learning Theory (Continuous Learning):

This theory emphasizes the importance of education and professional development as a continuous process throughout life. Lecturers and education staff need to continue to improve their competence through formal and informal learning to be able to respond to changes in educational and technological demands (Mesuwini & Mokoena, 2024).

b. Transformational Model in Education:

This model refers to a paradigm shift in education from a traditional approach to an approach that is more innovative, collaborative, and responsive to students' needs. Lecturers and education staff need to develop new competencies, such as digital literacy, technology-based skills, and the ability to adapt to changes in the learning environment (Hurriyati et al., 2011).

Developing the competence of lecturers and education staff in Indonesia is very important in facing changes and challenges in the dynamic world of education. By adopting a continuous learning approach, implementing a transformational model in education, and accommodating local educational conditions, lecturers and education staff can play a more effective role in providing quality and relevant educational services for students in Indonesia. Read textbooks, references, and other print media. (Bahri et al., 2023); (Mesuwini & Mokoena, 2024); (Dehtjare & Uzule, 2023); (Hamid et al., 2023).

Support Career

Support for the career paths of lecturers and education staff in Indonesian universities is essential for fostering professional development, enhancing teaching quality, and promoting academic excellence. This support can be understood through a theoretical lens and empirical studies that highlight the importance of ongoing training, career advancement opportunities, and recognition of contributions (Martínez et al., 2011).

Theoretical Background:

a. Career Development Theory:

Career development theories emphasize the importance of continuous learning and skill enhancement for individuals to progress in their careers. According to Super's theory of career

development, individuals go through stages of exploration, establishment, maintenance, and disengagement throughout their careers. Providing support for career paths helps educators navigate these stages effectively (Rahyasih et al., 2019).

b. Organizational Support Theory:

Organizational support theory posits that employees' perceptions of support from their organization influence their job satisfaction, commitment, and performance. Providing career development opportunities and recognition for achievements can enhance employees' sense of support and commitment to the institution (Rahyasih et al., 2019).

In conclusion, supporting the career paths of lecturers and education staff in Indonesian universities is vital for promoting teaching quality, enhancing job satisfaction, and retaining talent. By drawing on theoretical insights from career development and organizational support theories and empirical evidence from studies on professional development, career advancement, and recognition systems, universities can design effective support programs that empower educators to thrive in their careers and contribute to academic excellence (Dally et al., 2020); (Kusumawati et al., 2023); (Palupiningtyas et al., 2022).

Development of Education

Developing an inclusive education system for students with disabilities and those from underprivileged backgrounds in Indonesia is crucial for promoting equal access to education and ensuring that every student has the opportunity to reach their full potential. This endeavor can be understood through a theoretical lens and empirical studies that highlight the importance of inclusive policies, targeted interventions, and supportive environments (Rahyasih et al., 2019).

Theoretical Background:

a. Inclusive Education Theory:

Inclusive education theory advocates for the provision of quality education that caters to the diverse needs of all students, regardless of their abilities, backgrounds, or circumstances. According to UNESCO's Salamanca Statement, inclusive education is based on the principles of equity, participation, and respect for diversity. Creating an inclusive education system requires removing barriers to learning, providing appropriate support services, and fostering a culture of acceptance and belonging within schools (Daddow et al., 2023).

b. Social Justice Theory:

Social justice theory emphasizes the importance of addressing systemic inequalities and promoting equal opportunities for all members of society. In the context of education, social justice requires addressing disparities in access, quality, and outcomes to ensure that every student has the chance to succeed. Developing an education system that caters to students with disabilities and those from low-income families aligns with the principles of social justice by addressing barriers to education and promoting equitable access (Espinel et al., 2019).

In conclusion, developing an inclusive education system for students with disabilities and those from underprivileged backgrounds in Indonesia is essential for promoting equity, social justice, and academic excellence. By drawing on theoretical frameworks such as inclusive education and social justice theory, as well as empirical evidence from studies on the impact of inclusive policies, targeted interventions, and supportive environments, policymakers and educators can work towards creating a more inclusive and equitable education system that benefits all students (Shpigelman et al., 2021); (Hamid et al., 2023); (Jones et al., 2007).

Performance of Lecturer & Staff

Understanding the performance of lecturers and staff in Indonesian universities involves

examining various factors that contribute to their effectiveness, job satisfaction, and overall contribution to academic excellence. This can be explored through theoretical frameworks and empirical studies that shed light on the dynamics of higher education institutions.

Theoretical Background:

a. Human Capital Theory:

Human capital theory posits that investments in education, training, and professional development contribute to the productivity and performance of individuals in the workforce. In the context of higher education, lecturers and staff who possess relevant knowledge, skills, and competencies are better equipped to fulfill their roles effectively and contribute to institutional goals (Dwita et al., 2022).

b. Organizational Behavior Theory:

Organizational behavior theory examines how individual and group behavior within organizations influences organizational effectiveness. Factors such as leadership, motivation, job satisfaction, and organizational culture play critical roles in shaping the performance of employees. Understanding these dynamics can inform strategies for enhancing performance and fostering a positive work environment (Marri & Sadozai, 2015).

In conclusion, understanding the performance of lecturers and staff in Indonesian universities requires consideration of various theoretical frameworks and empirical evidence. By addressing factors such as workload, leadership, organizational culture, and professional development, universities can create an enabling environment that supports lecturer and staff performance and contributes to academic excellence and institutional success (Yusuf et al., 2019); (Dwita et al., 2022); (Resmi & Mekarsari, 2017); (Damayanti et al., 2023).

Excellence Competition

In Indonesia, excellence competitions among universities serve as platforms for recognizing and promoting academic achievement, innovation, and institutional excellence. These competitions often encompass various areas such as research, teaching quality, student performance, and community engagement. Empirical studies shed light on the impact of these competitions on university performance and outcomes (Dwita et al., 2022).

In conclusion, empirical evidence highlights the positive impact of excellence competitions on university performance, innovation, and collaboration in Indonesia. By fostering a culture of excellence, encouraging continuous improvement, and facilitating collaboration, these competitions play a crucial role in advancing the quality and competitiveness of higher education institutions in the country (Damayanti et al., 2023); (Harahap et al., 2020); (Goodall et al., 2022).

2. METHODS

Sample

The sample in this study is purposive sampling 389 out of 17,589 lecturers working in 328 private universities in area IX LLDIKTI. The sample size is calculated from the Slovin formula of the population of all lecturers in area IX LLDIKTI. The research tool used to collect data was a questionnaire for lecturers working at 328 universities, polytechnics, and institutions in region IX LLDIKTI. It is divided into two parts as follows:

Part 1: Foundation Lecturer,

Part 2: DPK and LB Lecturers

Conceptual Framework for this research is.

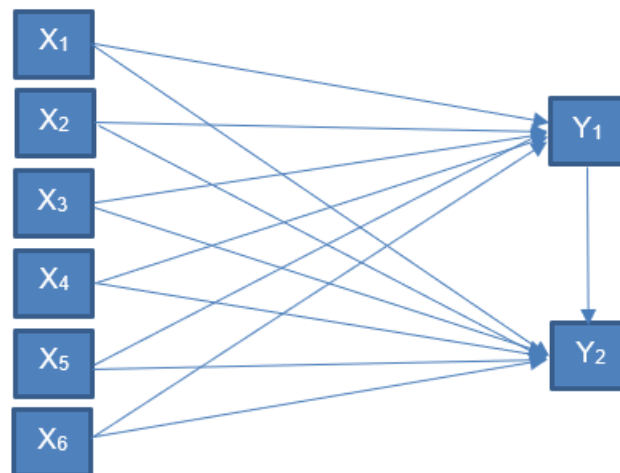


Figure 1. Conceptual Framework

X1: Expansion of educational opportunities for students to receive diverse education services as a whole,

X2: Development of academic, professional, and survival skills for students with disabilities

X3: Curriculum development and learning process development for students (MBKM),

X4: Developing the competence of lecturers and education staff to serve effectively,

X5: Support for the career paths of lecturers and education staff, and

X6: Development of an education system for Students with disabilities and students who cannot afford scholarships.

Y1: Performance of Lecturers

Y2: Excellence Competition

Data Collection

In this study, researchers collected the following data:

- a. The researcher sent a questionnaire in the form of a Google form asking for cooperation from 389 lecturers who work at 328 private universities in region IX LLDIKTI. in data collection. Questionnaires were coded for collection purposes.
- b. Researchers collected questionnaires in 4 weeks. The number of questionnaires is 400 copies in the form of google form,
- c. Researchers check the correctness and completeness of the questionnaire before evaluating it. incomplete ones were deleted and the questionnaire was then resubmitted to get the correct amount.

The indicator of the data we can see in this table:

Table 1. Indicator Variable Research

Variable	Indicator	Source
Expansion	- diversification of educational services - educational programme	(Lyon et al., 2019); (Fu et al., 2023)
Development of Academic	- Faculty Development Initiatives - Student Success and Outcomes	(Rahyasih et al., 2019)
Curriculum Development	- Alignment with Learning Objectives and Standards - Integration of Innovative Pedagogical Approaches	(Haider & Haider, 2016); (Pinilla et al., 2021)
Developing Competence	- Assessment of Learning Outcomes - Professional Development for Educators	(Yusuf et al., 2019); (Rasmitadila et al., 2023)
Support Career	- Opportunities for Professional Growth and Advancement - Recognition and Reward Systems	(Setiawan et al., 2019); (Dehtjare & Uzule, 2023)
Development of Education	- Access and Equity - Quality of Teaching and Learning	(Hamid et al., 2023); (Nadila et al., 2022)
Performance of Lecturers	- Teaching Effectiveness - Research & Community service Productivity	(Harahap et al., 2020); (Hartatik, 2023)
Excellence Competition	- Recognition and Prestige - Quality Improvement Initiatives	(Omar et al., 2023); (Fu et al., 2023)

Data Analysis

This study uses quantitative methods of research, which is the Structural Equation Model or SEM, where the component content is Expansion, Development of Academics, Curriculum Development, Developing Competence, Support Career, Development of Education, Performance of lecturers and Excellence competition and using SmartPLS 4.0 for processing the data, we use structural Equation Model to provide the validation of indicator who construct by variable and to know how the relationship between the variable.

3. FINDINGS AND DISCUSSIONS

Test Validity & Reliability

There are two types of validity in PLS-SEM: convergent validity and discriminatory validity. Convergence validity means that a set of indicators represents one latent variable which is the underlying variable. These representations can be demonstrated through unidimensionality that can be expressed using extracted variance averages (AVE). The AVE value is at least 0.5. This value represents an adequate convergence validity which means that one latent variable can explain more than half the variants of its indicators on average.

Table 2. Validity Test

Variable	AVE	Validity	Explanation
Expansion	0.747	0.5	Valid
Development of Academic	0.618	0.5	Valid

Variable	AVE	Validity	Explanation
Curriculum Development	0.768	0.5	Valid
Developing Competence	0.696	0.5	Valid
Support Career	0.729	0.5	Valid
Development of Education	0.692	0.5	Valid
Performance of Lecturers	0.720	0.5	Valid
Excellence Competition	0.743	0.5	Valid

Source: Data Processed 2024

The reliability test is used to measure whether a respondent's answer is consistent or stable over time. If the respondent is consistent in answering the questions in the questionnaire, then the data is reliable. Something the construct or variable is said to be reliable if the Smart-PLS statistical test gives a value of $\alpha > 0.60$

Table 3. Reliability Test

Variable	Cronbach Alpha	Standard	Explanation
Expansion	0.854	0.6	Reliable
Development of Academic	0.753	0.6	Reliable
Curriculum Development	0.869	0.6	Reliable
Developing Competence	0.821	0.6	Reliable
Support Career	0.843	0.6	Reliable
Development of Education	0.817	0.6	Reliable
Performance of Lecturers	0.837	0.6	Reliable
Excellence Competition	0.852	0.6	Reliable

Source: Data Processed 2024

Structural Equation Model

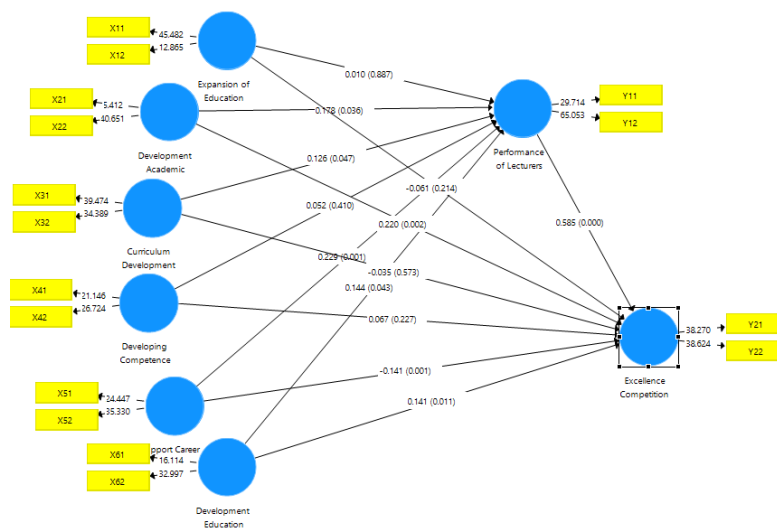


Figure 1. Smart-PLS Results Framework

The results of the research based on Figure 1 show that the Expansion of education has a positive and insignificant effect on the performance of lecturers, while the expansion of education has a negative and insignificant effect on Excellence of Competition. excellence competition

The results of the study also show that Development academic has a positive and insignificant effect on the performance of lecturers, while Development academic has a positive and significant effect on Excellence of Competition. These results indicate that Development academic has no significant impact on the Performance of lecturers. excellence competition.

The results of the study also show that Curriculum development has a positive and significant effect on the performance of lecturers, while Curriculum development has a negative and insignificant effect on the Excellence of Competition, these results indicate that Curriculum development has a significant impact on the Performance of lecturers, however, Curriculum development has a negative impact towards excellence competition.

The results of the study also show that Developing Competence has a positive and insignificant effect on the performance of lecturers while Developing Competence has a positive and insignificant effect on Excellence in Competition. These results indicate that Developing Competence has no significant impact on the Performance of lecturers and excellence competition.

The results of the study also show that a Support Career has a positive and significant effect on the performance of lecturers, while a Support Career has a negative and significant effect on Excellence of Competition. These results indicate that Career Support does not have an impact on the Performance of lecturers. towards excellence competition.

The results of the study also show that Development Education has a positive and significant effect on the performance of lecturers. Development Education also has a positive and significant effect on Excellence of Competition. These results indicate that Development Education has a significant impact on the Performance of lecturers and excellence competition.

The results of the study also show that the Performance of the Lecturer has a positive and significant effect on the Excellence Competition

Discussion

The findings of the study shed light on the complex interplay between different factors influencing both the performance of lecturers and excellence competition within educational institutions. One of the key observations is the varying impact of different factors on these two aspects.

It's intriguing to note that while expansion of education and developing competence appear to have no significant effects on either the performance of lecturers or excellence competition, other factors such as development academic, curriculum development, support career, and development education show noteworthy impacts this result it's different with results research by (Hartatik, 2023).

The positive and significant effect of development academic on excellence competition suggests that efforts directed towards enhancing academic development not only improve the performance of lecturers but also contribute positively to the competitive landscape within the educational sector. This finding underscores the importance of investing in the continuous improvement of academic skills and knowledge among educators to maintain competitiveness, this result is similar to the results research by (Damayanti et al., 2023).

Similarly, the positive and significant impact of curriculum development on the performance of lecturers highlights the pivotal role of well-designed curricula in fostering effective teaching practices and ultimately improving lecturer performance. However, the negative effect of curriculum development on excellence competition raises questions about the potential trade-offs between standardized curricula aimed at improving teaching quality and the need for innovation and

differentiation to stay competitive, this result has similar results research by (Dilham et al., 2022).

The results also emphasize the critical role of supporting career initiatives in enhancing the performance of lecturers, as evidenced by their positive and significant effect. However, the negative impact of support careers on excellence competition suggests that while career support programs may boost individual performance, they might inadvertently hinder the overall competitive dynamics within the academic landscape. This dichotomy underscores the importance of striking a balance between supporting individual career growth and fostering a competitive environment conducive to innovation and excellence, this result is similar to the results of research by (Mporananayo & Andala, 2018); (Hatta, 2022).

Perhaps the most encouraging finding is the positive and significant effect of development education on both the performance of lecturers and excellence competition. This suggests that investments in comprehensive educational development programs yield dual benefits by not only improving the quality of teaching but also fostering a culture of excellence and competitiveness among educators, this result is similar to the results research by (Palupingtyas et al., 2022).

Furthermore, the identified positive relationship between the performance of lecturers and excellence competition underscores the notion that high-performing educators play a crucial role in driving institutional competitiveness. This highlights the importance of recognizing and rewarding excellence in teaching as a means to incentivize continuous improvement and maintain a competitive edge in the education sector, this result is similar to results research by (Mujiburrahman et al., 2022).

4. CONCLUSION

Based on the findings, it's clear that various factors impact both lecturer performance and excellence competition in educational settings. To conclude succinctly, the study highlights the importance of investing in academic development, curriculum design, support career initiatives, and comprehensive educational programs. These investments positively influence lecturer performance and contribute to maintaining competitiveness within the educational landscape. However, it's crucial to balance individual support with fostering a competitive environment to ensure both personal growth and institutional excellence. Recognizing and rewarding high-performing educators further enhances institutional competitiveness, emphasizing the significance of incentivizing excellence in teaching. Therefore, a nuanced approach that addresses the diverse influences on lecturer performance and excellence competition is essential for promoting continuous improvement and success in educational institutions.

REFERENCES

- Absah, Y., Absah, Y., Sembiring, B. K. F., Karina, B., Harahap, R. H., & Harahap, R. H. (2021). Strategies to improve student satisfaction through the quality of online learning facilities and infrastructure, characteristics of academic staff, lecturers competence, and good university governance in medan. *Systematic Reviews in Pharmacy*. <https://doi.org/10.31838/srp.2021.3.93>
- Bahri, S., Siregar, D. A., Barus, U., Nurjannah, N., & Bahri, S. (2023). The Influence of the Online Learning System on the Professionalism of Lecturer Performance at University. *AL-ISHLAH: Jurnal Pendidikan*. <https://doi.org/10.35445/alishlah.v15i3.3986>
- Batanero, J. M. F., Batanero, J. M. F., Rueda, M. M., Rueda, M. M., Fernández-Cerero, J., & Fernández-Cerero, J. (2022). Access and Participation of Students with Disabilities: The Challenge for Higher Education. *International Journal of Environmental Research and Public Health*. <https://doi.org/10.3390/ijerph19191918>

- Carter, E. W., Austin, D., & Trainor, A. A. (2012). Predictors of Postschool Employment Outcomes for Young Adults with Severe Disabilities. *Journal of Disability Policy Studies*, 23(1), 50–63. <https://doi.org/10.1177/1044207311414680>
- Cronbach, L. (2011). *Essentials of psychology testing* (8th ed.). Harper Collins.
- Daddow, A., Owens, A., Clarkson, G., & Fredericks, V. (2023). The precarious academic: professional development and academic identity in the neoliberal university. *International Journal for Academic Development*. <https://doi.org/10.1080/1360144x.2023.2246443>
- Dally, D., Dally, D., Kurhayadi, Kurhayadi, Rohayati, Y., Rohayati, Y., Sinaga, O., & Sinaga, O. (2020). Transformation of Training Institutions Towards Corporate Universities in Indonesia. *Null*. <https://doi.org/null>
- Damayanti, F., Sianturi, N. M., Damayanto, A., Bangkara, B. M. A. S. A., & Ristianti, D. H. (2023). The Excellence of Lecturer HR in Increasing Competition in Research-Based Higher Education Services. *Tafkir: Interdisciplinary Journal of Islamic Education*. <https://doi.org/10.31538/tijie.v4i1.292>
- Dehtjare, J., & Uzule, K. (2023). Sustainable Higher Education Management: Career Drivers of Academic Staff. *Journal of Teacher Education for Sustainability*. <https://doi.org/10.2478/jtes-2023-0018>
- Dilham, A., Dilham, A., Yulinda, N., Yulinda, Sofiyah, F. R., & Sofiyah, F. R. (2022). Optimization of Lecturer Performance Impact on Graduates' Competence through Campus Environmental Support as Intervening Variables in Private Campus Medan City. *Advances in Social Science, Education, and Humanities Research*. <https://doi.org/10.2991/assehr.k.220204.044>
- Dwita, F., Dwita, F., Elliyana, E., Elliyana, E., Surapto, D., & Surapto, D. (2022). The Effect of Human Capital and Entrepreneurship on Lecture Performance (University Entrepreneurship Supporting Lecturer in Indonesia). *Jurnal Manajemen Bisnis Dan Kewirausahaan*. <https://doi.org/10.24912/jmbk.v6i4.18191>
- Espinel, J. A. S., Espinel, J. A. S., Árias, A. C. S., Arias, A. C. S., van Gameren, E., & van Gameren, E. (2019). Evolution of the inequality of educational opportunities from secondary education to university. *International Journal of Educational Development*. <https://doi.org/10.1016/j.ijedudev.2018.09.006>
- Fred R. David. (2006). *Strategic management* (R. Widyaningrum & K. M. Yon (eds.); 10th Ed).
- Fu, Y. C., Macasaet, B. T., Quetzal, A. S., & Junedi, J. (2023). In pursuit of excellence: a historical investigation of scientific production in Indonesia's higher education system, 1990–2020. *Higher Education*. <https://doi.org/10.1007/s10734-023-01128-3>
- Goodall, G., Goodall, G., Mjøen, O. M., Mjøen, O. M., Witsø, A. E., Witsø, A. E., Horghagen, S., Horghagen, S., Kvam, L., & Kvam, L. (2022). Barriers and Facilitators in the Transition from Higher Education to Employment for Students With Disabilities: A Rapid Systematic Review. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2022.882066>
- Grant, R. M. (1999). *Contemporary Strategy Analysis: Concept Techniques application* (2nd ed.). Penerbit Erlangga.
- Haider, G., & Haider, G. (2016). PROCESS OF CURRICULUM DEVELOPMENT IN PAKISTAN. *International Journal of New Trends in Arts, Sports & Science Education*. <https://doi.org/null>
- Hamid, F., Sundari, S., & Salewangeng, A. (2023). Business analysis survey of independent campus entrepreneurship through exploration of interests, opportunities, and challenges for students at the faculty of teacher training and education Khairun University. *International Journal of Scholarly Research and Reviews*. <https://doi.org/10.56781/ijssr.2023.3.2.0063>
- Harahap, H., Harahap, H., Andriani, D., Andriani, D., Purwana, E. S. D., Purwana, E. S. D., Susita, D.

- D., & Susita, D. D. (2020). Key Factors Affecting Lecturer Productivity To Conduct Research. *International Journal of Scientific Research and Management*. <https://doi.org/10.18535/ijstrm/v8i07.sh01>
- HARTATIK, R. S. (2023). The Influence of Work Behavior and Competence on Performance Through Job Satisfaction in Permanent Education Workers Non-Pns Faculty of Engineering Brawijaya University Malang. *International Journal of Environmental, Sustainability, and Social Science*. <https://doi.org/10.38142/ijesss.v4i2.531>
- Hurriyati, D. R., MM., & Mayasari, S. (2011). ANALYSIS OF INFORMATION TECHNOLOGY USER BEHAVIOR AT HIGHER EDUCATION INSTITUTION HOLDING BHMN STATUS (A Study of Information Technology at FPEB-Universitas Pendidikan Indonesia). *Null*. <https://doi.org/null>
- Jones, I. P., Jones, I., & Jones, I. (2007). Tracing a career path from patient-facing to academic roles. *British Journal of Cardiac Nursing*. <https://doi.org/10.12968/bjca.2007.2.10.27372>
- Kusumawati, T., Handoko, R., & Maduwiniarti, A. (2023). Implementation of Recruitment and Placement Policies of Educators at the Naval Academy in Indonesia (AAL). *International Journal of Scientific and Research Publications*. <https://doi.org/10.29322/ijstrp.13.05.2023.p13720>
- Lucía, Ó., Lucia, O., Burdío, J. M., Burdio, J. M., Acero, J., Acero, J., Barragán, L. A., Barragan, L. A., García, J. R. P., & Garcia, J. R. (2012). Educational opportunities based on the university-industry synergies in an open innovation framework. *European Journal of Engineering Education*. <https://doi.org/10.1080/03043797.2011.644762>
- Lyon, A. R., Cook, C. R., Locke, J., Davis, C., Powell, B. J., & Waltz, T. J. (2019). Importance and feasibility of an adapted set of implementation strategies in schools. *Journal of School Psychology, 76*(August), 66–77. <https://doi.org/10.1016/j.jsp.2019.07.014>
- Marri, & Sadozai. (2015). THE INFLUENCE OF RELIGIOSITY TOWARDS ORGANIZATIONAL COMMITMENT, JOB SATISFACTION AND PERSONAL PERFORMANCE. *Null*. <https://doi.org/null>
- Martínez, R. S., Floyd, R. G., & Erichsen, L. W. (2011). Strategies and attributes of highly productive scholars and contributors to the school psychology literature: Recommendations for increasing scholarly productivity. *Journal of School Psychology, 49*(6), 691–720. <https://doi.org/10.1016/j.jsp.2011.10.003>
- Mesuwini, J., & Mokoena, S. (2024). Exploring online teaching and learning challenges for the technical and vocational education and training lecturer. *Journal of Education and E-Learning Research*. <https://doi.org/10.20448/jeelr.v11i1.5423>
- Mporananayo, N., & Andala, H. O. (2018). Career Guidance and Students' Academic Performance in Higher Learning Institutions in Rwanda. A Case Study of Nyarugenge District. *Null*. <https://doi.org/null>
- Mujiburrahman, M., Mujiburrahman, M., Zulfatmi, Z., Zulfatmi, Z., Sabirin, S., Sabirin, S., Khatimah, H. K. H., Khatimah, H., Ismail, F. H., & Ismail, F. H. (2022). Reformulation of Competency Development of Lecturers of State Islamic Religious Universities in Indonesia After Covid-19. *Asian Journal of University Education*. <https://doi.org/10.24191/ajue.v18i1.17165>
- Nadila, A., Nadila, A., Duan, S., & Duan, S. (2022). Building excellence in higher education: Singapore's experience. *Journal of Higher Education Policy and Management*. <https://doi.org/10.1080/1360080x.2022.2070950>
- Ninlawan, G., & Areerachakul, S. (2015). The Management Strategies for Excellence of the Schools under the Bureau of Special Education, Office of the Basic Education Commission. *Procedia - Social and Behavioral Sciences, 207*, 290–295. <https://doi.org/10.1016/j.sbspro.2015.10.098>

- Omar, A. M., Onen, D., & Etomaru, I. (2023). Nurturing Excellence: An Evaluation of the Higher Education Quality Assessment Model from the Perspective of Undergraduate Students in Somalia's Benadir Region. *Education Quarterly Reviews*. <https://doi.org/10.31014/aior.1993.06.04.791>
- Palupiningtyas, D., Palupiningtyas, D., Sanusi, A., Sanusi, A., Harsono, N., & Harsono. (2022). The Effect of Participatory Decision Making on Lecturer Performance through Career Development (A Case Study the Performance Of University Lecturers In The LLDikti 6 Area Of Central Java). *International Journal of Advances in Scientific Research and Engineering*. <https://doi.org/10.31695/ijasre.2022.8.8.5>
- Pinilla, S., Pinilla, S., Cantisani, A., Cantisani, A., Klöppel, S., Klöppel, S., Strik, W., Strik, W., Nissen, C., Nissen, C., Huwendiek, S., & Huwendiek, S. (2021). Curriculum Development with the Implementation of an Open-Source Learning Management System for Training Early Clinical Students: An Educational Design Research Study. *Advances in Medical Education and Practice*. <https://doi.org/10.2147/amep.s284974>
- Print, M., & Print, M. (1988). Curriculum Development and Design. *Null*. <https://doi.org/10.4324/9781003115328>
- Rahyasih, Y., Rahyasih, Y., Rahyasih, Y., Rasto, R., Rasto, R., Rasto, R., Rasto, R., & Rasto, R. (2019). Resource Management of Higher Education Personnel. *Proceedings of the 2nd International Conference on Research of Educational Administration and Management (ICREAM 2018)*. <https://doi.org/10.2991/icream-18.2019.84>
- Rasmitadila, R., Humaira, M. A., Prasetyo, T., Hasnin, H. D., & Rachmadtullah, R. (2023). Teacher perceptions of inclusive education training: Implementation of an inclusive elementary school mentoring program based on collaborative partnership. *Journal of Education and E-Learning Research*. <https://doi.org/10.20448/jeelr.v10i4.5054>
- Resmi, N. N., & Mekarsari, N. K. A. (2017). Pengembangan Perguruan Tinggi Swasta melalui Analisis SWOT. *Prosiding Seminar : Revitalisasi Tata Kelola Perguruan Tinggi Juni 2017, 14*, 178–191. [fisip-unipas.com/asset/user_file/20171126023321_ni nyoman resmi & ni ketut adi mekarsari- prosiding revitalisasi tata kelola perguruan tinggi 2017.pdf](https://fisip-unipas.com/asset/user_file/20171126023321_ni%20nyoman%20resmi%20&%20ni%20ketut%20adi%20mekarsari-prosiding%20revitalisasi%20tata%20kelola%20perguruan%20tinggi%202017.pdf)
- Moh Hatta. (2022). IMPACT ON TRANSFORMATIONAL, PROFESSIONAL LEADERS AND WORK DISCIPLINE ON LECTURER PERFORMANCE THROUGH ORGANIZATIONAL COMMITMENT OF PRIVATE. *14*(1), 901–914. <https://doi.org/10.37680/qalamuna.v14i1.5057>
- Setiawan, W., Setiawan, W. V., Fattah, A. M., Fattah, A. M., Puspitaningrum, A., & Puspitaningrum, A. (2019). The Challenges of Students in Indonesia after College Graduates with Career Choice Start: Evidence from Ten Private Universities in Jakarta. *The Winners*. <https://doi.org/10.21512/tw.v20i2.5674>
- Shpigelman, C., Shpigelman, C.-N., Mor, S., Mor, S., Sachs, D., Sachs, D., Schreuer, N., & Schreuer, N. (2021). Supporting the development of students with disabilities in higher education: access, stigma, identity, and power. *Studies in Higher Education*. <https://doi.org/10.1080/03075079.2021.1960303>
- Stefani, L., Stefani, L., Elton, L., & Elton, L. (2002). Continuing Professional Development of Academic Teachers through Self-initiated Learning. *Assessment & Evaluation in Higher Education*. <https://doi.org/10.1080/02602930220128706>
- Stickley, L., La, S., Stickley, L., Gibbs, K., Gibbs, K. A., Sanders, B., & Sanders, B. (2017). Development of an Academic Professional Behaviors Assessment for Health Professions Faculty. *Journal of Allied Health*. <https://doi.org/null>

- Strauser, D. (2014). *Career Development, Employment and Disability in Rehabilitation: From Theory to Practice*.
- Suardana, I. M., & Prathama, B. D. (2021). Analisis Strategi Pemasaran Pada Perguruan Tinggi Swasta Di Kota Mataram (Studi Kasus Pada Sekolah Tinggi Ilmu Ekonomi AMM). *JIMF (Jurnal Ilmiah Manajemen Forkamma)*, 4(3), 215–228. <https://doi.org/10.32493/frkm.v4i3.11408>
- Turnbull, R., Huerta, N., & Stowe, M. (2006). *The Individuals with Disabilities In Education Act As Amended in 2004*.
- Yusuf, F. A., Yusuf, F. A., Yusuf, F. A., & Yusuf, F. A. (2019). The Effect of Organizational Culture on Lecturers' Organizational Commitment in Private Universities in Indonesia. *The International Journal of Higher Education*. <https://doi.org/10.5430/ijhe.v9n2p16>

