

---

## Education and Human Resource Development for Improving the Reputation of Higher Education Institutions

Salamun<sup>1\*</sup>, Moh. Masrur<sup>2</sup>, Muhtarom<sup>3</sup>

[salamun@stitpringsewu.ac.id](mailto:salamun@stitpringsewu.ac.id), [masrurpring1000@gmail.com](mailto:masrurpring1000@gmail.com), [muhtarom29@gmail.com](mailto:muhtarom29@gmail.com)

\*Corresponding Author

<sup>1,2,3</sup>STIT Pringsewu Lampung

### Abstract

*This study explores the importance of Human Resource (HR) development in contributing to a university's reputation. This research is qualitative in the form of library research. From the study, it was concluded that improving a university's reputation is highly prioritized through the development of human resources carried out informally and formally. Informally, this effort can be done through self-development programs like training. It can be done by increasing education by continuing studies in the doctoral program (S3). Improving and developing academic qualifications is essentially a personal obligation for each lecturer, so each lecturer is highly recommended to develop a self-development curriculum (KPD) mainly related to developing and implementing the Tri Dharma of Higher Education.*

**Keywords:** *Higher education, university reputation, human resource development, scientific publications, self-development*

### Abstrak

Penelitian ini bertujuan untuk menggali arti penting pengembangan sumber daya manusia (SDM) dalam berkontribusi terhadap reputasi suatu perguruan tinggi. Penelitian ini merupakan penelitian kualitatif dalam bentuk penelitian kepustakaan (*library research*). Dari penelitian yang dilakukan diperoleh kesimpulan bahwa untuk meningkatkan reputasi suatu perguruan tinggi sangat diutamakan melalui pengembangan sumber daya manusia yang dilakukan secara informal maupun secara formal. Secara informal dapat melalui program pengembangan diri berupa pelatihan-pelatihan dan secara formal dilakukan dengan meningkatkan Pendidikan dengan melanjutkan studi pada program doktoral (S3). Peningkatan dan pengembangan kualifikasi akademik esensinya menjadi kewajiban personal tiap dosen, sehingga tiap dosen tentu sangat direkomendasikan untuk menyusun kurikulum pengembangan diri (KPD) utamanya yang berhubungan dengan pengembangan dan implementasi Tri Dharma Perguruan Tinggi.

**Kata Kunci:** Pendidikan tinggi, reputasi universitas, pengembangan sumber daya manusia, publikasi ilmiah, pengembangan diri

## INTRODUCTION

In an era of globalization and increased competition in higher education, campus reputation is one of the most important aspects determining an educational institution's desirability (Fitria et al., 2020). The reputation of a campus influences not only the selection of prospective students but also the attraction of research funds, business relationships, and academic talent. In the middle of intense competition, human resource development (HRD) is a critical factor that can offer a university or higher education institution a competitive advantage (Resmi & Mekarsari, 2017).

Human Resource Development (HRD) is critical for several reasons:

First, the quality of teaching and research. Excellent lecturers and Academic personnel are valuable assets to any educational institution. Universities can increase the quality of their teaching and research by investing in effective human resource development (Nurhalizah et al., 2023). This covers pedagogical training for lecturers, research, and publication skills improvement (Haekal et al., 2021). Qualified lecturers not only improve students' learning experiences but also contribute to the creation of new and influential research, which boosts the university's academic prestige (Intarakumnerd & Goto, 2018).

Second, keep up with evolving technologies and educational trends. New technology and instructional approaches are always emerging in education (Sovacool et al., 2021). Continuously developing human resources will better adapt to these changes, ensuring universities remain relevant and competitive (Septiana et al., 2023). This aspect involves digital learning technologies, new teaching methods, and curricula that align with contemporary industrial demands.

Third, improved student retention and satisfaction. Effective human resource development impacts the quality of services offered to students. Academic advising, career help, and student welfare services are all part of this. Universities can improve student happiness and retention by enhancing the quality of these services, which are essential markers of institutional effectiveness (Dessler, 2011).

Fourth, building partnerships and networks. High-quality and consistent building collaborations with industry, government organizations, and other

educational institutions can be more effective when human resources are developed. These collaborations can lead to opportunities for research collaboration, academic exchange, and job opportunities for graduates, all of which improve the university's reputation and desirability.

Fifth, institutional management and leadership. HR development encompasses the development of leadership and management abilities among administrative and executive staff and academic workers. Effective leadership and strategic management are required to guide the university toward meeting its strategic goals and overcoming problems in the higher education sector (Sinek, 2019).

Sixth, invention and originality. Human resources are always evolving and are more imaginative and creative (Bonner & Sprinkle, 2002). This is critical in fostering a dynamic and interesting academic atmosphere in which new ideas and approaches are regularly generated. This increases the quality of teaching and research and attracts talent - both students and faculty - who want to work in a stimulating intellectual environment.

Human resource development in the academic setting encompasses various activities, from enhancing the quality of lecturers and staff to establishing novel curricula and creating a conducive learning atmosphere (Nurdiana, 2023). Armstrong (2010) claims that human resource development is a systematic process for improving the performance and capacities of individuals and groups in an organizational context. This includes boosting the quality of teaching and research on campus and strengthening components such as leadership, management, and student services.

This study investigated in depth how HR development might help improve campus reputation. This study aims to identify successful HR development strategies in higher education, analyze the relationship between HR development and campus reputation enhancement, and evaluate the impact of HR development strategy implementation on campus reputation on On-campus academic and non-academic performance.

This study is expected to provide new insights into the role of HR development in promoting campus reputation, as well as strategic recommendations

for higher education stakeholders.

## **METHODS**

This is a qualitative study conducted in the form of library research. Qualitative research works with qualitative data expressed in symbolic forms such as statements, interpretations, replies, graphs, and so on (Amirin, 2000). It is called library research since it uncovers facts based on written records or books (Harahap, 2014). The documents are classified and evaluated according to their sources (Rosyada, 2020).

## **RESULT AND DISCUSSION**

### **University Reputation**

In economics, a theory analyzes how a company's reputation can be used as a strategic signal to communicate information about its quality and capabilities to the market (Milgrom & Roberts, 1982). Reputation describes an organization's relative status in the institutional terrain of competitors and stakeholders (DiMaggio & Powell, 1983). Management science experts (Lange et al., 2011) divide reputation assessment approaches into two categories: general (aggregate) perceptions of organizational behaviour and specific perceptions, such as achievements (for example, achievements in terms of product quality) or characteristics (for example, achievements in terms of innovation).

In practice, an organization's or, more specifically, a corporation's reputation is exposed by the comments of intermediate agents (mass media or other comparable entities) who periodically declare the results of their reputation assessments to the general public of "large" (or, more properly, substantial) enterprises, around the world. Reputation assessors in English-speaking countries include Fortune, Forbes, Business Week, Financial Times, and The Wall Street Journal. Such traditions also exist in Indonesia, such as those carried out by news/business journals, state institutions, and private organizations (Priyarsono, 2021).

There have long been various ranking agencies in higher education circles that annually reveal the results of their assessments of colleges worldwide, one of which is The World University Rankings (WUR) (University Rankings.ch, 2023). Quacquarelli Symonds (QS) is a well-known institution that ranks universities worldwide. QS World University Rankings bases university rankings on numerous factors, including:

- a. Citations per faculty: The number of citations of research produced by university faculty in the last five years divided by the university's faculty size.
- b. Academic reputation: A poll of academics to determine their views on the university's academic quality.
- c. Employer reputation: A poll of employers and businesses to see what they think about the quality of university graduates.
- d. Faculty/student ratio: The proportion of faculty to students at a university.
- e. International faculty ratio: The proportion of international faculty at the university.
- f. The percentage of international students enrolled at the university.
- g. Staff with a Doctorate: The percentage of teaching staff at the university who have a Doctorate.
- h. Papers per faculty: The number of publications generated by university faculty in the last five years divided by the university's faculty size.
- i. Citations per paper: The number of citations received by university faculty publications in the last five years divided by the number of such publications.
- j. International research network: A measure of a university's ability to form research collaborations with universities and research organizations worldwide.

Indonesian institutions are still not listed among the top 100 international university rankings, according to statistics from the QS World Institutions Ranking in 2023.



**Figure 1**  
**Indonesian Universities Rank in the World**  
*Source: QS World University Ranking's 2023 (University Rankings.ch, 2023)*

Based on Figure 1, Gadjah Mada University (231), Bandung Institute of Technology (235), and the University of Indonesia (248) are the top three universities in Indonesia. The three universities mentioned above are frequently listed in the 200s. Airlangga University (369) and Bogor Agricultural University (449) are rated below. According to the QS World University Rankings, just five universities in Indonesia are among the top 500 in the world.

This ranking system based on established criteria is considered fairly credible, or at least quite trusted by the wider Indonesian community, as proven by public discourse that uses it as a reference in appraising the university's reputation. The Indonesian Ministry in charge of higher education also publishes a version of the rating, which is natural if it becomes a reference for Indonesian universities.

Since 2015, the Ministry of Research, Technology, and Higher Education (Kemristekdikti) has supervised the clustering and ranking of universities. The results are then made public so that Higher Education stakeholders can learn about them. The goal of this ranking is to, among other things, 1) map or group universities in Indonesia; 2) increase university quality by adopting the Tri Dharma of Higher Education; 3) the foundation for fostering higher education; 4) the foundation for

ministry policy-making; and 5) information to the public regarding the performance of higher education (Rozikin et al., 2020).

The Output-Outcome Base determines the grouping and ranking of universities in 2022. The aspects evaluated include Input Performance (weighted at 40%) and Output Performance (weighted at 60%). Table 1 contains detailed assessment indicators.

**Table 1**  
**Indicators of Higher Education Clustering in Indonesia in 2019**

Performance Inputs (40%)		Performance Outputs (60%)	
Input (15%)	Process (25%)	Output (25%)	Outcome (35%)
% Lecturers with Doctorate	BAN-PT Institutional Accreditation	Number of indexed Scientific Articles per lecturer	Innovation Performance
% of Lecturers with Head Lector and Professor Position	BAN-PT Study Program Accreditation	Research performance	% Graduates Who Find Work within 6 (six) Months
Student-to-Lecturer Ratio	Online Learning	Student Performance	The Number of Citations per Lecturer
The Number of International Students	University Collaboration	Number of Internationally Accredited Study Programs	Number of Patents per Lecturer
The Number of International lecturers	The Completeness of the PDDIKTI Report		Community Service Performance
Financial Statement			

Source: Kemenristekdikti 2019 in (Rozikin et al., 2020)

Kemenristekdikti's ranking is based on five primary components: 1) human resource quality, 2) institutional quality, 3) student activities quality, 4) research and community service quality, and 5) innovation quality.

The 2019 university clustering indicators have evolved from those used in 2017 and 2018. In 2017, the aspects assessed for this ranking included human resources (30%), institutions (28%), student affairs (12%), and research and community service (30%). On the other hand, in 2018, the aspects of the ranking assessment included human resources (25%), institutions (28%), student affairs (12%), research and community service (30%), and an additional aspect of innovation (5%).

## **Human Resource Development in Higher Education**

The development and improvement of higher education quality year after year is increasingly becoming a societal concern (Rezeki, 2021). As a result, universities are improving their quality and competitiveness compared to other universities. Furthermore, institutions must build an image reflecting the university's quality and characteristics to lead the community's choice. Compared to universities abroad, Indonesian universities' human resources quality remains quite low. Almost all of the universities evaluated have issues with the quality of their human resources. Many reasons contribute to Indonesian human resources losing ground compared to human resources elsewhere.

A university's quality is assumed to be very high if its management human resources are capable of contributing both quantitatively and qualitatively to the operational activities of the Tri Dharma of Higher Education services (education, research, and community service) (Rusdiana & Nasihudin, 2021). ). The HR management component is not only an informant but also a catalyst, mediator, and facilitator in the service process, which is critical to advancing Higher Education.

The following are some good HR development initiatives for increasing a university's competitiveness:

### **a. University Governance**

Governance is the most vital aspect of any business because, without it, they are meaningless, no matter how good the human resources are. Governance should be divided into operational and strategic categories (Anggreni & Suartini, 2019). The operational division handles contract renewal and career routes, whereas the strategic division handles how the organization grows in the future, such as recruitment processes, training, etc. Development, performance management, and information systems are some topics covered. A good governance framework will allow operations within the firm to operate smoothly.

Implementing good governance in numerous elements of college/university activities might assist universities in obtaining the highest accrediting title. Academic activities, student affairs, finance, and student services are some of the



factors that are prioritized in implementing good governance. Furthermore, developing collaboration with stakeholders, particularly with relations and the government. It is envisaged that by implementing good and consistent governance, universities would be able to increase the quality of education and services to students and receive good and even better accrediting criteria.

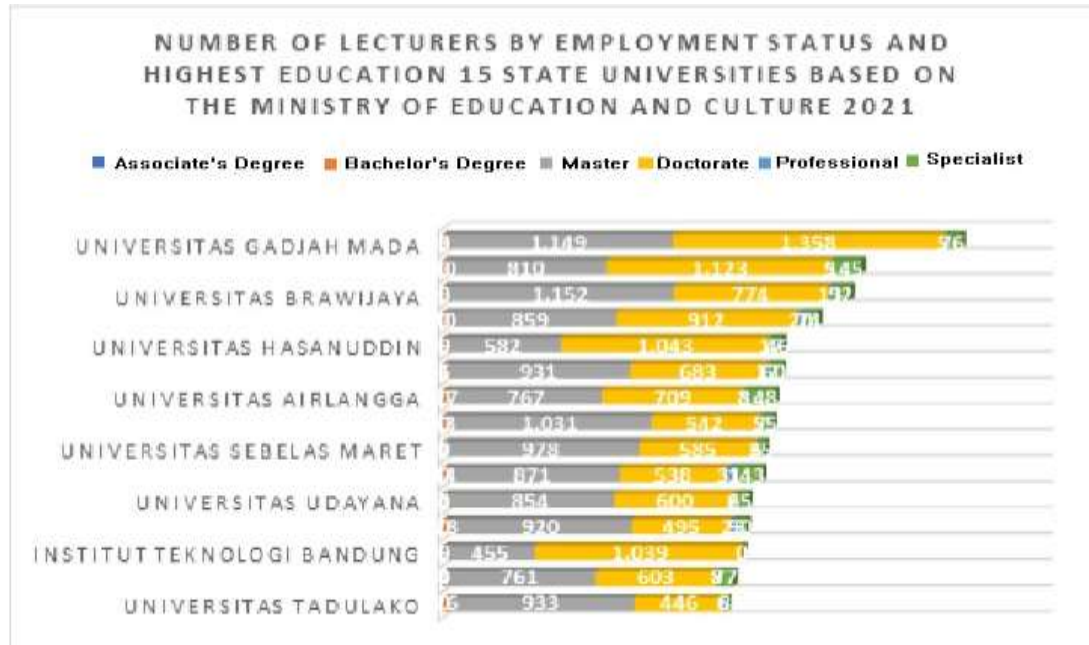
Human resources (HR) that are competent and qualified are critical in establishing an ideal campus with good management. Adequate infrastructure, comprehensive facilities and equipment, and cutting-edge technology are useless without people and resources capable of managing them effectively and producing high-quality results. As a result, universities must prioritize long-term and continual human resource development for lecturers, researchers, and education workers through various training, development, and competency enhancement programs. Furthermore, to preserve and increase their quality and productivity, colleges must pay attention to their human resources' welfare and career development. Universities will be able to achieve their expected education and development goals and improve their reputation and competitiveness at the national and international levels if they have competent human resources.

b. Enhancement of lecturer qualification

One of the critical components that must be addressed to improve the quality of higher education is the performance of lecturers. In this perspective, good human resources are competent lecturers, with lecturer qualifications being the most important factor in boosting competence (Dewi, 2019). Lecturers must have a good education degree; the higher the lecturer's qualifications, the better the lecturer, the better the university. The university's assistance must be effective in terms of budget and time.

Higher Education Statistics in 2020 data from the Ministry of Education and Culture provides an overview of the qualifications of lecturers within the Ministry of Education and Culture. The top 15 universities with the most lecturers can be

created using this data, which includes information on employment status and positions.

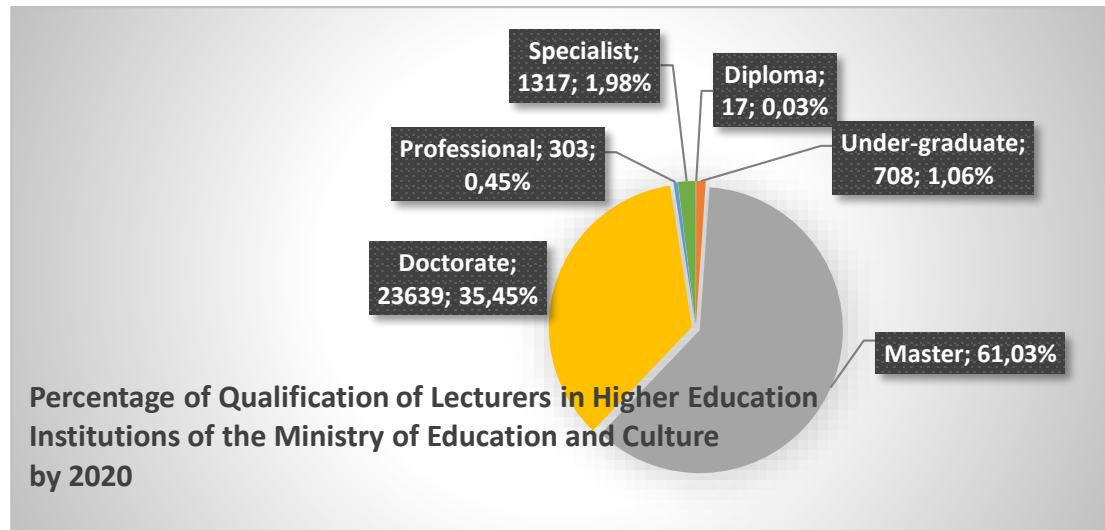


**Figure 2**  
**Graphic of the Number of Lecturers by Employment Status and Highest Education in 15 States Based on the Ministry of Education and Culture 2021**

*Source: Ministry of Education and Culture Higher Education Statistical Data 2021*

Figure 2 displays that Gadjah Mada University has the most doctorate graduates, with 1,358 doctorates, followed by the University of Indonesia, which has 1123 doctoral graduate lecturers, Hasanuddin University (1043), ITB (1039), and Padjadjaran (912). Meanwhile, Brawijaya University (1152), Gadjah Mada University (1149), Syiah Kuala University (1031), and Sebelas Maret University (978) are the top three universities for Master's degree lecturers. This demonstrates that the presence of a large number of graduate qualifications has an impact on the quality of a university. However, this does not inevitably imply that many excellent graduate qualifications can boost a university's ranking value because numerous universities have many Doctorate and Master's graduates but have not made it into the top ten rankings of Indonesia's best universities.

According to these universities' data, some universities still have lecturers with undergraduate degrees, even diplomas. The following data will be obtained based on the total qualifications of lecturers based on graduates.



**Figure 3**  
**Diagram of the Percentage of Qualifications of Higher Education Lecturers of the Ministry of Education and Culture 2020**  
*Source: Higher Education Statistics 2020*

According to the data in Figure 3, 0.03% (17 lecturers) have diploma qualifications, and 1.06% (708 lecturers) have undergraduate qualifications. According to the data, the human resources of lecturers in universities run by the Ministry of Education and Culture must evolve in the future, given the significance of recognizing lecturers' graduates' qualifications to the knowledge they possess, as well as the public's perception of graduate qualifications as a benchmark for evaluating universities. There should be stricter rules and policies to improve university lecturers' qualifications.

Further education at a higher level can help improve lecturers' qualifications. Generally, two types of further education are carried out: study assignments and permits. Study permits allow lecturers to be assigned a teaching load even if it is light, whereas study assignments free lecturers from teaching hours. According to existing data, lecturers who do study permits take longer to study; therefore, study assignments should be prioritized so that lecturers who do

further education can complete their studies on time; however, the insufficient number of lecturers is often an impediment for universities in providing study assignments. Universities must recruit lecturers in sufficient numbers so that lecturers who conduct further education are not burdened by the burden of teaching time. This policy necessitates a special budget to be implemented and run effectively, and it is hoped that university competitiveness will increase rapidly.

### c. Research

The difficulty at universities in Indonesia is a lack of desire from individuals and assistance from organizations to undertake research, which is one of the factors used to measure how competitive a university is. University support in terms of time is a problem in some universities because it stems from the issue of an insufficient number of lecturers, so lecturers conducting research are still assigned a load of teaching hours, in contrast to universities abroad that give leave to lecturers who conduct research.

According to Kemenristekdikti, Indonesia has approximately 4,400 universities, with 300,000 lecturers and 5,000,000 students. There are also over 10,000 researchers in various Research and Development (R&D) institutions. Surprisingly, only 157,995 of the total number of professors and researchers have registered with Sinta.

There are over 8,000 journals in Indonesia, and only 2,279 have been accredited with Sinta categories 1 to 6. Furthermore, approximately 57,000 journals apply for ISSN, but only about 3,000 journals have received accreditation. Only 47 accredited journals have an international reputation and are indexed in Scopus.

Despite the low productivity of lecturer publications in Indonesia and the small number of certified and Scopus-indexed journals, the publication trend of Indonesian lecturers and researchers has increased. As of February 2019, Indonesia had produced over 31,000 publications, placing it second in ASEAN after Malaysia. Scopus has indexed 12,233 of these papers. However, only 400 universities and R&D institutions have Scopus-indexed publications from over 4,400 universities

and hundreds of research institutions. UI has 1,991 foreign publications indexed in Scopus, making it the university in Indonesia with the most Scopus-indexed publications (Bastaman, 2020).

SIR (Scimago InstitutionsRanking) published the rankings of the best institutions in many nations, including Indonesia, in 2022. This list includes 57 universities from Indonesia. SIR incorporates three primary components of assessment to measure the quality of a college/university: research, innovation, and social impact. The assessment is based on information found on each university's website (UNDHIKSA, 2022).

The Scimago Institutions Rankings in 2022 determined the ranking of universities in Indonesia in the Research and Innovation Ranking. The following data ranks 1 to 10, which are summarized in the table below:

**Table 2**  
**Top 10 Research and Innovation Ranking Data**

Rank	Global Rank	Institution
1	534	University of Indonesia
2	586	Gadjah Mada University
3	607	Universitas Negeri Yogyakarta
4	611	Diponegoro University
5	612	Bogor Agricultural University
6	620	Universitas Sumatera Utara
7	629	Indonesia University of Education
8	630	Bandung Institute of Technology
9	631	Hasanuddin University
10	638	Universitas Negeri Sebelas Maret

*Source: Scimago Institutions Rankings in 2022*

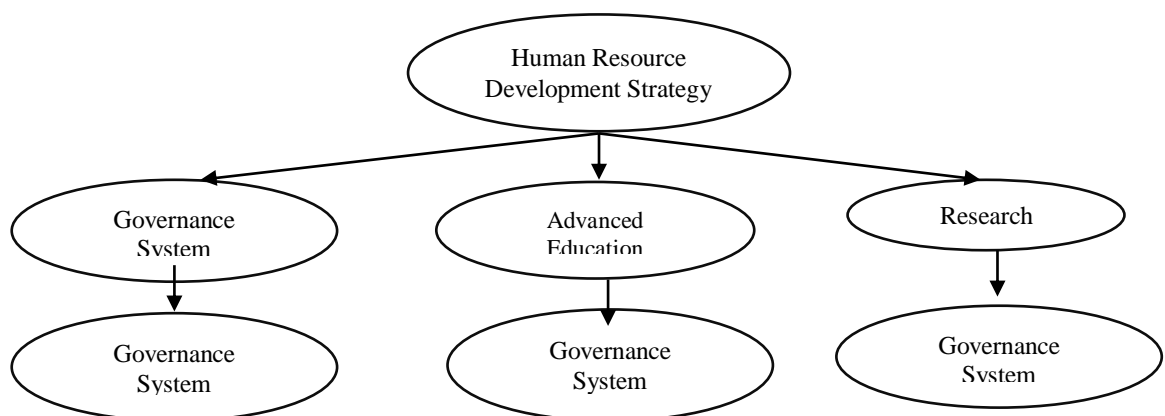
The three factors of research, innovation, and social impact have varying weights in the overall assessment process when grading universities by Scimago Institutions Rankings. The greatest percentage is 50% for research, followed by 30% for innovation and 20% for social effect. As a result, research has the largest influence on determining university quality. When only the research aspect of the data given by Scimago Institutions Rankings was used, different results were observed regarding the ranking of the top 10 universities in Indonesia; the same is true for global research rankings (See Table 3).

**Table 3**  
**Indonesia's Top 10 Higher Education Research Ranking Data in 2022**

Rank	Global Rank	Institution
1	278	University of Indonesia
2	311	Universitas Negeri Yogyakarta
3	315	Gadjah Mada University
4	324	Universitas Sumatera Utara
5	328	Diponegoro University
6	329	Bogor Agricultural University
7	331	Indonesia University of Education
8	338	Hasanuddin University
9	345	Universitas Negeri Padang
10	352	Universitas Negeri Sebelas Maret

*Source: Scimago Institutions Rankings in 2022*

According to the data presented above, there is a relationship between universities and the number of graduate qualifications and functional roles held by universities, as well as the amount of research, innovation, and social impact universities have on people's lives. This finding demonstrates how human resources contribute to planning, directing, and organizing a company's operations. Human resources are vital in selecting production parameters and creating and developing colleges. Without human resources, the college will inevitably fail to meet its objectives. Furthermore, human resources are important in determining a college's performance. Human resources that can be developed to boost competitiveness in the face of global competition are illustrated in Figure 4 (Wattimena, 2010).



**Figure 4**  
**Human Resource Development Strategy**  
Source: Wattimena (2010)

Human resource development is any action carried out by an organization to assist individuals in acquiring the information, abilities, and/or attitudes required to perform current or future employment (Mukhlison Effendi, 2021). Similarly, educational institutions must focus on, preserve, and grow their people resources (Sada, 2017). Human resources are vital in selecting production parameters and creating and developing colleges. Without human resources, the college will inevitably fail to meet its objectives. Furthermore, human resources are important in determining a college's performance.

According to Hasibuan, human resource development is divided into two parts: informal and formal (Hasibuan, 2016). According to Hasibuan, human resource development is divided into two parts: informal and formal. 2016 (Hasibuan). Informal development is defined as self-development for someone in sharpening and developing themselves through many techniques, such as literacy studies of reading materials relevant to their line of employment. Informal development emphasizes the desire created within oneself so that the result will help the organization or institution it occupies by enhancing performance and productivity. Examples of informal activities can be found in involvement in seminars, workshops, training, research, and development.

Formal development is a training or education activity a corporation or institution provides to its personnel to increase their skills and productivity. Compared to informal development, this formal method is more costly to perform; yet, when considering the potential implications of not developing the human resources involved, formal development is still preferable. Formal activities can be pursued at the undergraduate, Master's, and doctoral levels in the United States and abroad.

In the context of higher education human resource development, the commitment to pursue a relevant doctorate (S3) and Master's (S2) education is an absolute must (Salamun et al., 2023). Human resource development is even required for lecturers in Law Number 14 of 2005 concerning Teachers and Lecturers, article 60 paragraph (c): In carrying out professional duties, lecturers are



required to improve and develop academic qualifications and competencies on an ongoing basis under developments in science, technology, and art (Tim Penerbit, 2006).

Improving and developing academic qualifications becomes an individual responsibility of each lecturer, so it is highly encouraged that each lecturer prepares a self-development curriculum (KPD), particularly those related to the development and implementation of the Higher Education Tri Dharma.

Quality education and human resource development are critical to enhancing institutions' reputations. Universities can increase the quality of their teaching, research, and graduates by investing appropriately in faculty and staff development, thereby contributing to their reputation. Although hurdles exist, higher education institutions can overcome them with the correct techniques and achieve their goals of developing a solid reputation in higher education.

## CONCLUSION

A higher education institution's quality and reputation will improve as the quality and development of its human resources are optimized. Improving human resource development, both informally and formally, is critical to improving higher education's reputation. Informal measures that can be made include training to strengthen the capacity of lecturers and education workers (operational techniques). To become more focused, each lecturer and academic community should establish a self-development curriculum (KPD). Formally, universities must also assist lecturers in pursuing PhD degrees. Universities might seek partners from the commercial sector or other groups interested in helping education and human resource development. These collaborations can take the shape of funding sources, joint research initiatives, or lecturer exchange programs. Universities can improve their reputation by providing sustainable and results-oriented education and human resource development. In an era of global competitiveness in higher education, this investment will assist universities in remaining relevant and outstanding.



## REFERENCES

- Amirin, T. M. (2000). *Menyusun Rencana Penelitian*. PT. Raja Grafindo Persada.
- Anggreni, P., & Suartini, N. W. (2019). Strategi Pengembangan Sumber Daya Manusia di 3 Perguruan Tinggi Dalam Menghadapi Persaingan Global (Studi pada Universitas di Provinsi Bali). *ISEI Business and Management Review*, 3(1), 25–34.
- Bastaman, A. (2020). *Produktifitas Publikasi Pendidikan Tinggi Kita*. Gemari.Id.
- Bonner, S. E., & Sprinkle, G. B. (2002). The effects of monetary incentives on effort and task performance: theories, evidence, and a framework for research. *Accounting, Organizations and Society*, 27(4–5), 303–345.
- Dessler, G. (2011). *Human Resource Management Twelfth Edition*. Prentice Hall.
- Dewi, N. N. (2019). *Kiat-kiat Merangsang Kinerja Dosen PTS*. Media Sahabat Cendekia.
- DiMaggio, P. J., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 147–160.
- Fitria, N., Ulfah, U., & Arifudin, O. (2020). Analisis Faktor-Faktor Terhadap Pengambilan Keputusan Calon Mahasiswa Untuk Memilih Jurusan Pendidikan Agama Islam. *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen Dan Pendidikan*, 1(2), 120–127.
- Haekal, A. A., Derriawan, D., & Zulkifli, Z. (2021). Pengaruh Kinerja Dan Karakteristik Individu Serta Lingkungan Institusi Terhadap Produktivitas Publikasi Ilmiah Guna Mendukung Reputasi Universitas. *Journal of Management, Business and Education*, 8(1), 33–50. <https://doi.org/10.36587/exc.v8i1.885>
- Harahap, S. (2014). *Metodologi Studi Tokoh & Penulisan Biografi*. Prenada Media.
- Hasibuan, M. S. P. (2016). *Manajemen Sumber Daya Manusia*. Bumi Aksara.
- Intarakumnerd, P., & Goto, A. (2018). Role of public research institutes in national innovation systems in industrialized countries: The cases of Fraunhofer, NIST, CSIRO, AIST, and ITRI. *Research Policy*, 47(7), 1309–1320.
- Lange, D., Lee, P. M., & Dai, Y. (2011). Organizational reputation: A review. *Journal of Management*, 37(1), 153–184.
- Milgrom, P., & Roberts, J. (1982). Predation, reputation, and entry deterrence. *Journal of Economic Theory*, 27(2), 280–312.

- Mukhlison Effendi. (2021). Pengembangan Sumber Daya Manusia dalam Meningkatkan Citra Lembaga di Lembaga Pendidikan Islam. *Southeast Asian Journal of Islamic Education Management*, 2(1), 39–51. <https://doi.org/10.21154/sajiem.v2i1.40>
- Nurdiana, A. (2023). Peran Kepemimpinan dalam Pengelolaan Sumber Daya Manusia untuk Meningkatkan Kualitas Pendidikan di STAI Siliwangi Garut. *Jurnal Ekonomi Utama*, 2(3), 278–286.
- Nurhalizah, N., Astaginy, N., & Titing, A. S. (2023). Strategi Pengembangan Sumber Daya Manusia Pada Dosen Universitas Sembilanbelas November Kolaka. *Global Leadership Organizational Research in Management*, 1(4), 310–324.
- Priyarsono, D. S. (2021). Manajemen Risiko Reputasi Perguruan Tinggi dan World University Rankings. *Jurnal Manajemen Risiko*, 2(IV), 51–58.
- Resmi, N. N., & Mekarsari, N. K. A. (2017). Pengembangan perguruan tinggi swasta melalui analisis SWOT. *Pros Semin Revital Tata Kelola Perguru Tinggi Juni*, 2017(14), 178–191.
- Rezeki, S. (2021). *Membangun Citra Lembaga Perguruan Tinggi (Sebuah Tinjauan Perspektif Pasar)*. Nilacakra.
- Rosyada, D. (2020). *Penelitian Kualitatif Untuk Ilmu Pendidikan*. Prenada Media.
- Rozikin, M., Kurniawati, M., & Aliyyah, K. (2020). Strategi Peningkatan Peringkat Perguruan Tinggi Versi Kemristekdikti (Studi pada Universitas Brawijaya). *Kelola: Jurnal Manajemen Pendidikan*, 7(1), 86–97. <https://doi.org/10.24246/j.jk.2020.v7.i1.p86-97>
- Rusdiana, R., & Nasihudin, N. (2021). *Manajemen Human Capital Menuju Perguruan Tinggi Unggul: (Studi pada Perguruan Tinggi Keagamaan Islam Swasta di lingkungan KOPERTAIS Wilayah II Jawa Barat)*. Pusat Penelitian Dan Penerbitan Lembaga Penelitian Dan Pengabdian Kepada ....
- Sada, H. J. (2017). Kebutuhan Dasar Manusia dalam Perspektif Pendidikan Islam. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 8(2), 213. <https://doi.org/10.24042/atjpi.v8i2.2126>
- Salamun, S., Subakti, H., Simarmata, N. I. P., Purwanti, E., Pratiwi, I. I., Pohan, M. M., Anwar, K., Zebua, A. M., Kunusa, W. R., & Tasrim, I. W. (2023). *Manajemen Sumber Daya Manusia Bidang Pendidikan*. Yayasan Kita Menulis.
- Septiana, S., Wicaksono, R. N., Saputri, A. W., Fawwazillah, N. A., & Anshori, M. I. (2023). Meningkatkan Kompetensi Sumber Daya Manusia Untuk Masa Yang

- 
- Mendatang. *Student Research Journal*, 1(5), 446–466.
- Sinek, S. (2019). *Start With Why: How Great Leaders Inspire Everyone To Take Action*. PT. Gramedia Pustaka Utama.
- Sovacool, B. K., Martiskainen, M., & Furszyfer Del Rio, D. D. (2021). Knowledge, energy sustainability, and vulnerability in the demographics of smart home technology diffusion. *Energy Policy*, 153(April), 112196. <https://doi.org/10.1016/j.enpol.2021.112196>
- Tim Penerbit. (2006). *Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen*. Kesindo Utama.
- UNDHIKSA, U. I. T. dan K. (2022). *50 Universitas Terbaik di Indonesia Versi Scimago Institutions Rankings (SIR) Tahun 2022*.
- University Rankings.ch. (2023). *QS World University Rankings 2023 - World*. University Rankings.Ch.
- Wattimena, F. (2010). Implementasi Strategi Pengembangan Sumber Daya Manusia dan Dukungan Organisasi Terhadap Peningkatan Kualitas Dosen Fakultas Ekonomi Universitas Pattimura Ambon. *Jurnal Manajemen Dan Kewirausahaan*, 12(2), 195–208.