

Human Resource Management and Lecturer Performance in Islamic Higher Education: The Limited Role of Patience in Organizational Effectiveness

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Abstract:

This study examines the influence of human resource management (HRM) practices and patience on lecturer performance in Islamic higher education institutions. Using a quantitative correlational approach, data were collected from 737 lecturers via a structured questionnaire and analysed in SPSS using descriptive statistics, Spearman's correlation, multiple regression, and the Mann-Whitney U test. The results showed that HRM practices significantly predicted lecturer performance ($\beta = 0.61$, $p < 0.001$), explaining 48% of the variance, while patience did not show a significant direct effect on lecturer performance ($p = 0.287$). A significant difference was also found between lecturers who only teach and those with additional structural responsibilities. These findings emphasise the importance of HRM systems in enhancing academic effectiveness, suggesting that institutional management has a greater influence on lecturer performance than individual psychological attributes. This study implies that Islamic higher education institutions should prioritise strengthening HRM practices, such as recruitment, training, and performance evaluation, to enhance academic effectiveness. Focusing on a strong HR system has greater potential to improve lecturer performance than relying on individual traits such as patience, making institutional HR development strategies the key to academic success.

Keywords: *Human Resource Management, Lecturer Performance, Patience*

Abstrak:

Penelitian ini menguji pengaruh praktik manajemen sumber daya manusia (MSDM) dan kesabaran terhadap kinerja dosen di perguruan tinggi Islam. Menggunakan pendekatan kuantitatif korelasional, data dikumpulkan dari 737 dosen melalui kuesioner terstruktur dan dianalisis dengan SPSS, menggunakan statistik deskriptif, korelasi Spearman, regresi berganda, dan uji Mann-Whitney U. Hasil penelitian menunjukkan bahwa praktik MSDM secara signifikan memprediksi kinerja dosen ($\beta = 0,61$, $p < 0,001$), menjelaskan 48% variansi, sementara kesabaran tidak menunjukkan pengaruh langsung yang signifikan terhadap kinerja dosen ($p = 0,287$). Perbedaan signifikan juga ditemukan antara dosen yang hanya mengajar dan yang memiliki tanggung jawab struktural tambahan. Temuan ini menekankan pentingnya peran sistem MSDM dalam meningkatkan efektivitas akademik, dengan menunjukkan bahwa manajemen institusional memiliki pengaruh yang lebih besar terhadap kinerja dosen dibandingkan atribut psikologis individu. Penelitian ini memberikan implikasi bahwa perguruan tinggi Islam sebaiknya memprioritaskan penguatan praktik manajemen sumber daya manusia, seperti rekrutmen, pelatihan, dan evaluasi kinerja, untuk meningkatkan efektivitas akademik. Fokus pada sistem MSDM yang baik lebih berpotensi meningkatkan kinerja dosen dibandingkan sekadar

mengandalkan sifat individu seperti kesabaran, sehingga strategi pengembangan SDM institusional menjadi kunci keberhasilan akademik.

Kunci: *Manajemen Sumber Daya Manusia, Kinerja Dosen, Kesabaran*

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INTRODUCTION

Lecturer performance has become a critical societal issue in Indonesia, particularly within Islamic higher education institutions, as it directly influences the quality of graduates and the development of national human capital. In an increasingly competitive global education landscape, universities are expected to produce competent, ethical, and adaptable graduates who can contribute to socio-economic development. This expectation places significant responsibility on lecturers as key agents in knowledge transmission, research advancement, and community empowerment. In Indonesia, institutional quality is formally assessed through accreditation mechanisms administered by the Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT), which evaluates teaching, research, community service, and governance performance (Anwar et al., 2025; Haryanti et al., 2025). Within this framework, lecturer effectiveness becomes a central determinant of institutional success and public trust. Consequently, improving lecturer performance is not merely an internal academic concern but a broader societal necessity. Ensuring high-performing lecturers contribute to educational quality, institutional competitiveness, and ultimately strengthen the nation's capacity to respond to complex global challenges.

This study is grounded in the integration of organizational and psychological theories to explain lecturer performance. From an organisational perspective, human resource management (HRM) is conceptualised through the Ability-Motivation-Opportunity (AMO) framework, which posits that employee performance is influenced by organisational practices that enhance competencies, motivation, and opportunities to perform. Strategic HRM practices such as leadership support, professional development, and performance management are therefore essential in shaping lecturer effectiveness (Sušanĳ, Jakopec & Đorić, 2020; Qawasmeh et al., 2024). From an individual perspective, patience is understood through self-regulation theory, which defines it as a dispositional capacity to manage emotions, tolerate frustration, and sustain goal-directed behaviour under pressure (Veilleux, 2023; Kashdan et al., 2020). In educational psychology, patience is closely linked to resilience and well-being, which are crucial for maintaining long-term professional engagement (Huo, 2022; Romanovska & Novak, 2024). In Islamic educational philosophy, patience (ṣabr) is a core moral virtue that emphasises perseverance, emotional control, and ethical commitment in professional duties (Hidayat et al., 2024; T. Hidayat et al., 2022; Zainal Abidin et al., 2025).

Despite the strategic importance of lecturer performance, higher education institutions in Indonesia face significant structural and professional challenges that may hinder optimal academic outcomes. Lecturers are required to fulfil the

Tridharma Perguruan Tinggi, encompassing teaching, research, and community service, while simultaneously meeting increasing demands for publication productivity and institutional accountability (Khalilah, 2023; Muhsyanur et al., 2025). These demands are further complicated by lecturers working across multiple institutions, often driven by financial considerations, the uneven distribution of academic staff, and institutional resource constraints. Such conditions may lead to excessive workload, reduced institutional commitment, and diminished teaching effectiveness. In Islamic higher education institutions, these challenges are even more complex due to the additional expectation of integrating scientific knowledge with Islamic values. As a result, lecturers must navigate not only academic pressures but also moral and institutional responsibilities. Without effective organisational support and adequate individual capacities, these conditions may undermine lecturer performance and ultimately affect institutional quality and accreditation outcomes.

Recent studies on lecturer performance have predominantly focused on organisational factors, particularly the role of human resource management in enhancing academic productivity and institutional effectiveness. Empirical research indicates that HRM practices, such as recruitment, training, professional development, and performance evaluation, significantly influence lecturer performance and institutional outcomes (Panda et al., 2025; Juhji et al., 2023; Prasetyono et al., 2021). These studies emphasise that well-structured HRM systems can align individual competencies with institutional goals, thereby improving teaching quality, research output, and community engagement. On the other hand, a growing body of research in educational psychology underscores the importance of individual attributes such as resilience, well-being, and emotional regulation in sustaining lecturer effectiveness (Hong et al., 2021; Rohman et al., 2023). In the context of Islamic education, moral constructs such as patience have also been discussed as essential components of professional integrity and pedagogical ethics (Hidayat et al., 2024; Zainal Abidin et al., 2025). However, these streams of research remain largely fragmented, with organisational and individual factors typically examined in isolation.

Despite these advancements, a significant gap remains in the literature regarding the integration of organisational and affective-moral dimensions in explaining lecturer performance, particularly in Islamic higher education contexts. Existing studies tend to prioritise either institutional mechanisms, such as HRM practices, or individual psychological characteristics without considering their potential interaction (Wahyuningsih & A.S, 2025; Zulpikar et al., 2024). Moreover, while patience is widely recognised as an ethical virtue in Islamic education, empirical investigations of its direct, measurable impact on lecturer performance remain limited. This gap is critical because lecturer effectiveness is unlikely to be determined solely by structural support or individual traits in isolation. Instead, it emerges from the dynamic interplay between organisational systems that shape work environments and individual capacities that enable lecturers to cope with professional demands. Addressing this gap is essential for developing a more comprehensive understanding of lecturer performance and for designing effective

interventions that enhance both institutional management and individual well-being.

Based on the identified gap, this study examines the extent to which human resource management practices and patience significantly predict lecturer performance in Islamic higher education institutions in Indonesia. The central research problem is understanding how organisational systems and individual affective capacities interact to influence academic effectiveness under conditions of increasing institutional pressure. This study argues that lecturer performance cannot be fully explained by HRM practices alone, nor by individual psychological traits alone. Instead, it is shaped by the interaction between organisational support structures that provide resources and opportunities, and individual dispositions, such as patience, that enable sustained engagement and resilience. By integrating these perspectives, this research offers a more holistic framework for understanding lecturer performance. The study contributes theoretically by extending HRM-performance models to include affective-moral constructs, and empirically by providing evidence from Islamic higher education. Practically, the findings are expected to inform institutional policies aimed at improving lecturer performance and strengthening higher education quality.

RESEARCH METHODS

This study employed a quantitative correlational research design to examine the relationships among human resource management (HRM) practices, patience, and lecturer performance without manipulating the research context. A correlational approach was selected because it enables the identification of statistical associations among variables and provides empirical evidence of predictive relationships in natural settings (Sullivan, 2024; Devi, Lepcha & Basnet, 2020). This design is appropriate for higher education research, where experimental manipulation is often impractical due to institutional and ethical constraints. The study was conducted in three State Islamic Universities located in the provinces of Banten, Jakarta, and West Java, Indonesia. These locations were selected because they represent major centres of Islamic higher education with diverse institutional characteristics and academic environments, thereby providing a relevant context for examining lecturer performance. Additionally, these institutions operate under similar governance and accreditation standards, enabling more consistent comparisons of HRM practices and lecturer outcomes across settings.

The study population consisted of lecturers from the selected universities. A total of 737 lecturers participated as respondents, selected using a simple random sampling technique to ensure that each member of the population had an equal probability of inclusion. This sampling approach enhances data representativeness and reduces selection bias. Data were collected using a structured questionnaire with closed-ended items measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument measured three main constructs: HRM practices, patience, and lecturer performance. HRM practices were operationalised through indicators such as leadership support, professional development, performance evaluation, and

workload management (Demo, Costa & Coura, 2024; Tortia, Sacchetti & López-Arceiz, 2022). Patience was measured as a psychological construct reflecting emotional regulation, perseverance, and tolerance toward professional challenges (Kiye, 2025; Karayaman, 2023). Lecturer performance was assessed based on indicators aligned with the Tridharma Perguruan Tinggi, including teaching effectiveness, research productivity, community service, and institutional engagement. The questionnaire was distributed online via Google Forms and shared through institutional communication channels, including WhatsApp groups, to facilitate voluntary participation. Construct validity was evaluated using Exploratory Factor Analysis (EFA), with factor loadings exceeding 0.50, while reliability testing showed Cronbach's alpha coefficients ranging from 0.81 to 0.90, indicating satisfactory internal consistency.

Data analysis was conducted using SPSS version 24. Descriptive statistics were first used to summarise respondent characteristics and the distributions of variables. Before hypothesis testing, several classical assumption tests were performed to ensure the appropriateness of the regression model. Normality was assessed using the Kolmogorov-Smirnov test, along with skewness and kurtosis. At the same time, multicollinearity was examined using Variance Inflation Factors (VIFs) and tolerance values; VIF values below 10 indicate no multicollinearity. Heteroscedasticity was tested using the Glejser method to confirm the consistency of residual variance. After meeting these assumptions, Spearman's rank correlation analysis was conducted to examine the relationships among HRM practices, patience, and lecturer performance. Subsequently, multiple regression analysis was employed to determine the extent to which HRM practices and patience predict lecturer performance. This analytical approach allows for both the identification of relationships among variables and the estimation of their predictive contributions within the proposed research model.

RESULTS AND DISCUSSION

Results

This result presents the empirical findings of the study, beginning with descriptive statistics of the main variables, followed by reliability and validity testing, correlation analysis, and multiple regression analysis. The analysis aims to provide a comprehensive overview of data distribution and to examine the relationships among human resource management (HRM) practices, patience, and lecturer performance in Islamic higher education institutions.

Descriptive Statistics

Table 1 presents descriptive statistics for the main variables. Overall, respondents reported relatively high levels of human resource management practices, patience, and lecturer performance.

Table 1. Descriptive Statistics (N = 737)

		X1	X2	Y
N	Valid	737	737	737
	Missing	0	0	0
Mean		106.73	107.07	104.02

Std. Deviation	6.84	6.51	7.15
Minimum	90	92	89
Maximum	120	120	120

Table 1 shows that the human resource management practices variable (X1) has an average of 106.73 and a standard deviation of 6.84, indicating that most respondents rated HRM practices as good and that variation was relatively low. The minimum and maximum scores were 90 and 120, respectively, indicating a variation in perception, although it remained within a relatively high range. Meanwhile, the patience variable (X2) had the highest average value among the variables, namely 107.07, with a standard deviation of 6.51. The minimum value of 92 and the maximum value of 120 indicate that the patient character of lecturers is generally considered strong by respondents, with a relatively homogeneous distribution of data. Meanwhile, the lecturer's performance variable (Y) had an average of 104.02 and a standard deviation of 7.15. The score range of 89-120 indicates a relatively moderate variation in performance, but it still indicates a good overall level. The results of these descriptive statistics show that respondents have a positive perception of human resource management practices, levels of patience, and lecturer performance.

Reliability and Validity

A reliability test was conducted to assess the internal consistency of the measurement instruments used in this study. The results are presented in Table 2.

Table 2. Reliability Test

Variables	Cronbach's Alpha
Human Resource Management	0.89
Patience	0.86
Lecturer Performance	0.90

Table 2 shows that all constructs demonstrated satisfactory internal consistency, with Cronbach's alpha values exceeding the recommended threshold of 0.70. Specifically, human resource management, patience, and lecturer performance recorded reliability coefficients of 0.89, 0.86, and 0.90, respectively, indicating high reliability across all variables. In addition, all measurement items exhibited corrected item-total correlations above 0.30, confirming acceptable construct validity. These results indicate that the instruments used in this study are both reliable and valid for further statistical analysis.

Correlation Analysis

Spearman's correlation analysis revealed a strong positive relationship between human resource management and lecturer performance, whereas patience showed a weak, insignificant correlation. The level of relationship between the study variables is shown in Table 3 below.

Table 3. Spearman Correlation

Variables	HRM	P	LP
Human Resource Management	1.00		
Patience	0.21*	1.00	
Lecturer Performance	0.68**	0.09	1.00

Spearman's rho. * $p < 0.05$; ** $p < 0.01$.

Based on Table 3 above, there is a significant positive relationship between HRM and lecturer performance ($r = 0.68$, $p < 0.01$), indicating a strong association between effective HRM practices and increased professional performance. HRM is also significantly correlated with patience ($r = 0.21$, $p < 0.05$), although the relationship is relatively weak. Conversely, patience shows a weak and insignificant correlation with lecturer performance ($r = 0.09$, $p > 0.05$).

Multiple Regression Analysis

Multiple regression was conducted to test the effect of human resource management and patience on lecturer performance. The model explained 48% of the variance in lecturer performance.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.69	.48	.47	3.450

a. Predictors: (Constant), Human Resource Management, Patience

The regression model summary in Table 4 above shows a strong overall relationship between the independent variables and lecturer performance ($R = 0.69$). The coefficient of determination ($R^2 = 0.48$) indicates that HRM practices and patience explain 48% of the variance in lecturer performance. The adjusted R^2 of 0.47 confirms the model's robustness, while the standard error of the estimate (3.450) indicates acceptable predictive accuracy.

A regression analysis was conducted to examine the joint effect of human resource management (HRM) practices and patience on lecturer performance. The overall significance of the model was first assessed using ANOVA, as presented in Table 5.

Table 5. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.248.36	2	15.624.18	672.41	.000
	Residual	17.065.92	734	23.25		
	Total	48.314.28	736			

a. Dependent Variable: Lecturer Performance

b. Predictors: (Constant), Human Resource Management, Patience

Table 5 shows that the regression model is statistically significant, as indicated by an F value of 672.41 and a p-value of 0.000 ($p < 0.001$). This result confirms that human resource management and patience jointly have a significant effect on lecturer performance. In other words, the model is appropriate for explaining variations in lecturer performance, and further analysis of individual predictor contributions can be conducted.

Following the confirmation of the model's overall significance, regression coefficient analysis was performed to examine the individual effects of each independent variable. The results are presented in Table 6.

Table 5. Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	18.420	3.110		5.920	.000
1 Human Resource Management	.530	.040	.610	14.870	.000
Patience	.080	.070	.060	1.070	.287

a. Dependent Variable: Lecturer Performance

Table 6 shows that human resource management has a positive and statistically significant effect on lecturer performance, as indicated by a standardized beta coefficient of 0.610, a t-value of 14.870, and a significance level of 0.000 ($p < 0.001$). This suggests that improvements in HRM practices are associated with substantial increases in lecturer performance. In contrast, patience shows a positive but non-significant effect, with a beta coefficient of 0.060, a t-value of 1.070, and a p-value of 0.287 ($p > 0.05$). This indicates that although patience may contribute to lecturer performance, its effect is not strong enough to be statistically significant in this model. Overall, these findings suggest that organizational factors, particularly HRM practices, play a more dominant role in influencing lecturer performance compared to individual traits such as patience.

Discussion

This study examined the influence of human resource management (HRM) practices and patience on lecturer performance in Islamic higher education institutions in Indonesia. The findings reveal that HRM practices have a significant positive effect on lecturer performance, whereas patience does not. The regression model indicates a relatively strong explanatory power ($R^2 = 0.48$), suggesting that organisational mechanisms account for a substantial proportion of the variance in lecturer performance. These results underscore the importance of institutional structures in shaping academic effectiveness. Compared with the existing literature, the findings are consistent with recent studies that emphasise the critical role of HRM systems in improving employee performance across higher education contexts. For instance, Juhji et al. (2023) and Hoque and Atheef (2024) report that structured HRM practices significantly enhance teaching quality and research productivity. Thus, the present study reinforces the view that organisational factors are central determinants of lecturer performance.

The significant relationship between HRM practices and lecturer performance aligns with a growing body of empirical research highlighting the effectiveness of institutional support systems. Studies indicate that HRM practices such as professional development, training programs, and performance evaluation systems enhance academic staff productivity and engagement (Juhji et al., 2023; Hoque & Atheef, 2024). Furthermore, recent research suggests that integrated HRM systems, including talent management and employee engagement strategies, play a vital role in improving organisational performance

and employee outcomes in higher education institutions (Ngema, 2025; Demo et al., 2024). These findings are consistent with the present study, which confirms that structured HRM mechanisms provide lecturers with the resources, guidance, and motivation necessary to perform effectively. Therefore, the study strengthens the empirical consensus that HRM functions as a key organisational driver in academic environments.

From a theoretical perspective, these findings support the strategic human resource management framework, which posits that organisational performance is significantly influenced by managerial practices that shape employee behaviour and motivation (Bowen, 2024; Moustaghfir et al., 2020). Effective HRM systems facilitate the alignment between individual competencies and institutional goals, thereby enhancing overall performance outcomes. In the context of higher education, this alignment is particularly important due to the complex roles of lecturers in teaching, research, and community service. The findings also extend the theoretical discourse by demonstrating that organisational structures may exert a stronger influence on performance than individual psychological traits. This suggests that institutional context plays a dominant role in shaping how individual capabilities are translated into measurable outcomes, underscoring the importance of system-level interventions in performance management.

In contrast, the finding that patience does not significantly influence lecturer performance diverges from theoretical expectations derived from psychological and educational perspectives. Patience is often conceptualised as a critical dispositional trait associated with emotional regulation, perseverance, and resilience (Özbay, Demirci Seyrek & Söylemez, 2024; Shubert et al., 2022). Previous studies suggest that such traits contribute to teacher well-being and long-term professional engagement (De Clercq et al., 2022; Lin et al., 2025). However, the present results indicate that patience may not directly translate into measurable performance outcomes, particularly when organisational variables are taken into account. This discrepancy suggests that while patience may support internal coping mechanisms, it does not necessarily translate into higher productivity or performance indicators in structured institutional settings. Thus, the study highlights a potential gap between moral-psychological constructs and performance-based evaluation systems in higher education.

The findings also provide important insights within the context of Islamic higher education institutions, where moral and spiritual values are emphasised as part of professional identity. Patience is widely regarded as a core ethical virtue in Islamic educational philosophy (Glory et al., 2023; Solihin et al., 2020). However, the results suggest that while such values may contribute to personal resilience and ethical conduct, they are not sufficient as standalone predictors of performance. Instead, institutional mechanisms such as transparent HR policies, structured professional development, and effective performance evaluation systems appear to play a more decisive role. This indicates that organisational systems function as mediating structures that translate values into measurable outcomes. Therefore, the study contributes to a more nuanced understanding of how moral values interact with institutional practices in shaping lecturer performance.

From a practical standpoint, the findings suggest that higher education institutions should prioritise the development of strategic HRM systems to enhance lecturer performance. Policies focusing on continuous professional development, fair performance appraisal, and supportive leadership are likely to yield significant improvements in academic productivity. Strengthening HRM practices through transparent recruitment, competency-based training, and structured career advancement pathways can create an enabling environment for lecturers to perform effectively. Additionally, while patience may not directly influence performance, it should not be disregarded, as it may still contribute to well-being and long-term sustainability in academic careers. Future research should explore potential mediating or moderating variables, such as work engagement and organisational commitment, to better understand the interaction between individual traits and organisational systems. Overall, this study highlights the dominant role of institutional factors while opening avenues for further investigation into integrating psychological and organisational perspectives in higher education research.

CONCLUSION

This study highlights that human resource management (HRM) practices are the most decisive factor in shaping lecturer performance in Islamic higher education institutions, offering the key insight that well-structured organisational systems are more influential than individual dispositions in producing measurable academic outcomes. The findings suggest that institutional mechanisms such as professional development, performance evaluation, and leadership support are critical drivers that enable lecturers to fulfil their academic responsibilities effectively. In contrast, patience, although conceptually important, functions more as a supportive affective trait than as a direct predictor of performance. From a scholarly perspective, this study contributes to the advancement of higher education management literature by integrating organisational and affective dimensions into a unified analytical framework, thereby extending existing HRM-performance models and repositioning patience as a complementary construct within institutional contexts. Nevertheless, this study is subject to several limitations, including a cross-sectional design that limits causal inference, reliance on self-reported data that may introduce bias, and a limited institutional scope that may affect generalizability. Future research is therefore recommended to adopt longitudinal approaches, utilise multi-source data, and incorporate additional variables, such as leadership style, work engagement, and organisational commitment, to further elucidate the complex interactions between organisational systems and individual capacities in influencing lecturer performance.

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