



DEVELOPING AN INTEGRATED LECTURER CAREER DEVELOPMENT MODEL FOR QUALITY ASSURANCE IN EXCELLENT STUDY PROGRAMS: EVIDENCE FROM INDONESIAN ISLAMIC HIGHER EDUCATION

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Abstract:

Lecturer career development has become an essential component of quality assurance in higher education, particularly in institutions striving to achieve and sustain excellent accreditation. Nevertheless, previous studies have predominantly examined lecturer career development from an individual perspective, with limited attention to its role as an integrated institutional quality assurance strategy. This study aims to develop an integrated lecturer career development model that supports quality assurance in excellent study programmes within Indonesian Islamic higher education. Employing a qualitative case study approach, the research was conducted at the Faculty of Tarbiyah and Teacher Training, UIN Maulana Malik Ibrahim Malang. Data were collected through in-depth interviews, participant observation, and document analysis involving university leaders, faculty administrators, quality assurance personnel, heads of study programmes, and lecturers. The data were analysed using an interactive qualitative analysis process consisting of data reduction, data display, thematic analysis, and conclusion drawing. The findings reveal that lecturer career development is implemented through four interconnected dimensions: KARTA (Academic Policy and Academic Transformation Roadmap), DINAMIKA (Integrative Academic Quality Navigation and Implementation Design), SIKAD (Integrated Lecturer Academic Career System), and the Integrated Lecturer Academic Career Development (IKAD) Model, which are synthesised within the Input–Process–Output–Outcome (IPOO) framework. The proposed model integrates institutional policy, academic culture, quality assurance, lecturer competency development, monitoring, evaluation, and continuous improvement into a unified institutional system that supports sustainable quality assurance and excellent study programme performance. The study contributes to higher education management literature by repositioning lecturer career development as a strategic institutional quality assurance mechanism rather than merely an individual professional development process. The IKAD Model also offers a practical framework for strengthening sustainable academic quality management within Islamic higher education institutions.

Keywords: *Lecturer Career Development; Quality Assurance; Excellent Study Programme; Islamic Higher Education; Academic Career Development Model.*

INTRODUCTION

Higher education institutions are expected not only to produce competent graduates but also to generate scientific knowledge, foster innovation, and contribute to sustainable social development. In an increasingly competitive global higher education environment, universities are required to strengthen their quality assurance systems to improve institutional performance and academic excellence. Academic quality has become one of the primary indicators for measuring institutional competitiveness, particularly through accreditation systems that evaluate educational quality, research productivity, governance, community engagement, and human resources (Altbach & Salmi, 2011). Among these dimensions, lecturers play a pivotal role because they directly determine the quality of teaching, research, and community service as the core missions of higher education (Boyer, 1990). Consequently, strengthening lecturer capacity has become a strategic priority for universities seeking sustainable academic excellence.

In Indonesia, lecturer quality is closely associated with the achievement of excellent accreditation. The accreditation framework developed by the Independent Accreditation Agency for Education (LAMDIK) emphasizes academic staff as one of the principal determinants of programme quality through indicators such as academic qualifications, functional academic ranks, research productivity, scientific publications, community service, and contributions to curriculum implementation. These indicators demonstrate that excellent accreditation reflects not only institutional compliance with administrative standards but also the effectiveness of universities in managing academic career development systematically and sustainably. Therefore, lecturer career development should be understood not merely as an individual professional responsibility but as a strategic component of institutional quality assurance (Sahidi et al., 2026).

Previous studies have consistently reported that lecturer career development positively influences professional competence, research productivity, teaching effectiveness, and institutional performance. Continuous professional development enables lecturers to improve academic capabilities throughout their careers (de Vries et al., 2013), while scholarship-oriented academic development strengthens teaching, research, and community engagement (Boyer, 1990). Other scholars have highlighted the importance of mentoring systems, academic networking, and institutional support in fostering sustainable academic careers (Adisaputera & Pramuniati, 2017). Likewise, empirical studies have demonstrated that career development contributes significantly to lecturer performance, job satisfaction, and organisational effectiveness (Asih, n.d.). However, these studies primarily examine lecturer career development from an individual perspective, focusing on competency enhancement, promotion systems, or performance appraisal, rather than positioning career development as an integrated institutional strategy for quality assurance.

This limitation becomes particularly significant within Indonesian Islamic higher education institutions (PTKIN), where achieving and sustaining excellent accreditation requires the integration of institutional policies, academic culture, quality assurance mechanisms, and lecturer professional development. In practice, universities frequently implement various career development

initiatives, including training programmes, research grants, publication incentives, mentoring, and academic promotion systems. Nevertheless, these initiatives often operate independently across institutional units and are insufficiently integrated into a comprehensive academic career management system. As a result, limited empirical evidence explains how lecturer career development can function as a strategic quality assurance mechanism for maintaining excellent study programmes in Islamic higher education. Recent studies on Indonesian higher education also emphasize that sustainable quality management depends on adaptive lecturer capacity development rather than compliance-oriented quality assurance alone.

Addressing this research gap, this study aims to develop an integrated lecturer career development model that supports quality assurance in excellent study programmes within Indonesian Islamic higher education. Employing a multisite qualitative approach in two Islamic universities with excellent accredited study programmes, this study proposes the Integrated Lecturer Academic Career Development (IKAD) Model, which integrates institutional policy, lecturer career development, academic culture, quality assurance practices, monitoring systems, and institutional feedback into a comprehensive framework for sustaining academic quality. Unlike previous studies that primarily focus on individual professional development, this model conceptualizes lecturer career development as an institutional quality assurance strategy for strengthening excellent study programmes. Therefore, this study contributes theoretically to higher education management literature while providing a practical framework for universities seeking sustainable academic excellence.

RESEARCH METHODS

This study employed a qualitative case study approach to develop an integrated lecturer career development model for supporting quality assurance in excellent study programmes. A qualitative approach was considered appropriate because the study sought to explore institutional policies, academic practices, and stakeholders' experiences in lecturer career development within their natural setting (Bogdan & Biklen, 2007). The case study design enabled an in-depth understanding of how lecturer career development was systematically implemented and institutionalised as part of quality assurance in an excellent accredited study programme. The research was conducted at the Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia. This institution was purposively selected because several of its study programmes have achieved Excellent Accreditation (Akreditasi Unggul) under the standards of the Independent Accreditation Agency for Education (LAMDIK). Moreover, the university has demonstrated a strong institutional commitment to lecturer career development through academic policies, professional development programmes, research support, and quality assurance initiatives, making it an appropriate setting for investigating the development of an integrated lecturer career development model.

The study focused on developing an integrated lecturer career development model as a quality assurance strategy in excellent study programmes (Miles et al., 2013). Participants were selected using purposive sampling based on their direct involvement in academic governance and lecturer career development. The informants consisted of faculty leaders, heads of study programmes, quality assurance personnel, senior lecturers holding academic

leadership positions, and lecturers actively involved in academic career development. Institutional documents, including strategic plans, lecturer career development policies, accreditation reports, quality assurance documents, lecturer performance evaluations, and career development roadmaps, were also analysed to complement the interview data.

Data were collected through in-depth interviews, participant observation, and document analysis. Interviews were conducted to explore institutional policies, implementation processes, and stakeholders' perspectives regarding lecturer career development (Esterberg, 2002). Participant observation was undertaken to understand academic practices and quality assurance activities

within the faculty. Documentary analysis provided evidence concerning lecturer career management, promotion systems, research productivity, and institutional quality assurance. The combination of these techniques facilitated methodological triangulation and enhanced the credibility of the findings.

The data were analysed using an interactive qualitative analysis process consisting of data reduction, data display, and conclusion drawing. Through thematic analysis, recurring patterns and relationships among institutional policies, lecturer career development practices, and quality assurance mechanisms were identified. These findings were subsequently synthesised to construct the Integrated Lecturer Academic Career Development (IKAD) Model. The trustworthiness of the findings was ensured through source triangulation, methodological triangulation, member checking, and peer debriefing to strengthen the credibility, dependability, confirmability, and transferability of the study.

RESULTS AND DISCUSSION

Developing an Integrated Lecturer Career Development Model for Quality Assurance

The analysis revealed that lecturer career development at the Faculty of Tarbiyah and Teacher Training, UIN Maulana Malik Ibrahim Malang, has evolved beyond an administrative mechanism for academic promotion into an integrated institutional strategy for quality assurance. Rather than focusing solely on fulfilling promotion requirements, lecturer career development is systematically aligned with institutional policies, academic quality assurance, and the implementation of the tridharma of higher education. This transformation demonstrates that lecturer career development functions as an institutional mechanism for sustaining excellent study programmes rather than merely supporting individual professional advancement.

The findings further indicate that the development of lecturer careers occurs through four sequential yet interconnected stages: KARTA (Academic Policy and Academic Transformation Roadmap), DINAMIKA (Integrative Academic Quality Navigation and Implementation Design), SIKAD (Integrated Lecturer Academic Career System), and the IKAD Model (Integrated Lecturer Academic Career Development). These four stages collectively represent an integrated academic ecosystem in which institutional governance, academic practice, quality assurance, and continuous improvement interact dynamically to strengthen programme quality.

1. Institutional Policy as the Foundation of Academic Career Development (KARTA)

The first finding demonstrates that lecturer career development is initiated through institutional policies and strategic academic planning. The

university has established lecturer career development roadmaps that integrate academic promotion, doctoral qualification, research productivity, publication support, and institutional quality assurance into a coherent academic development strategy (Idris Idris & Idris, 2020). Rather than functioning merely as administrative regulations, these policies serve as institutional instruments for academic transformation, ensuring that lecturer development contributes directly to programme quality and accreditation performance.

The findings also indicate that lecturer career development is embedded within institutional governance through the alignment of strategic planning, quality assurance systems, and academic leadership. Consequently, lecturer development becomes part of organisational planning rather than an individual initiative, enabling systematic improvement of teaching quality, research performance, and community engagement. These findings support (Boyer, 1990) argument that academic excellence depends on institutional commitment to scholarship rather than solely on individual achievement. Likewise, (Anderson, 2011) argued that continuous professional development should be embedded within organisational structures to sustain academic growth. However, the present study extends these perspectives by demonstrating that institutional policy also functions as a strategic quality assurance mechanism for maintaining excellent accredited study programmes. Unlike conventional career development approaches, KARTA explicitly integrates lecturer career planning with institutional quality assurance objectives.

Figure 1 The KARTA Framework: Institutional Policy as the Strategic Foundation for Lecturer Career Development

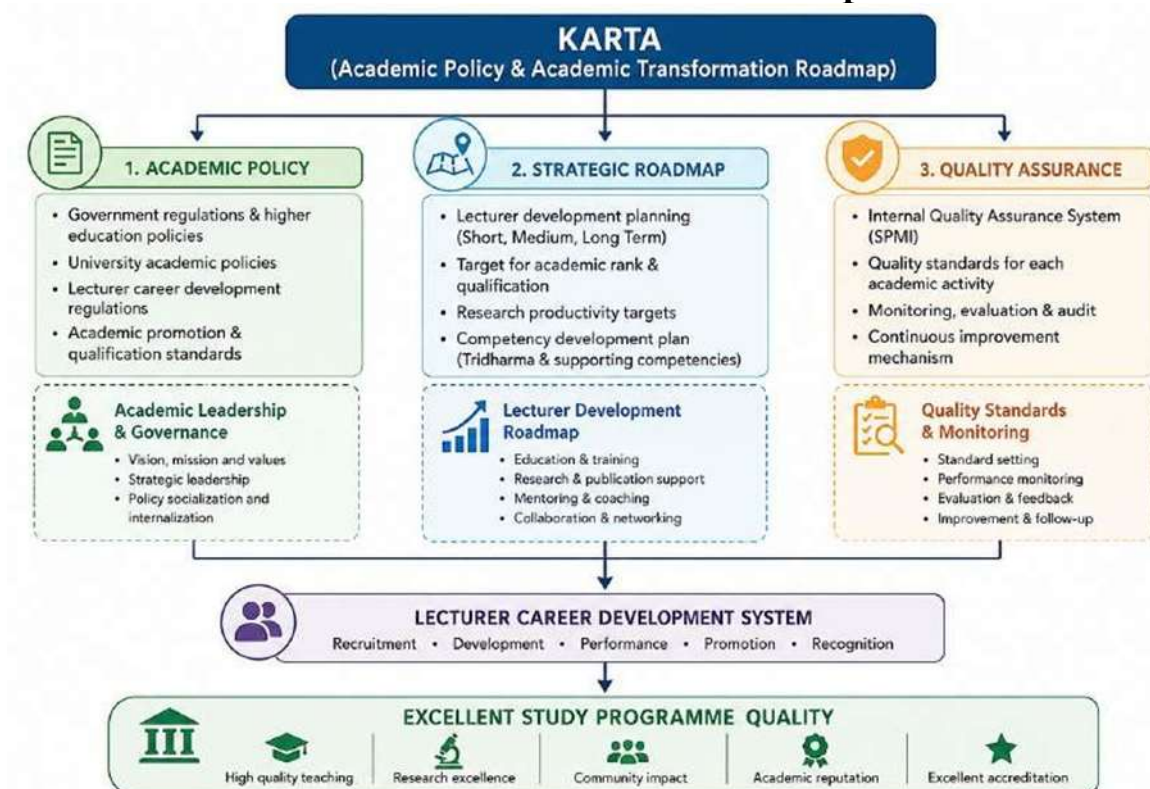


Figure 1 illustrates that KARTA functions as the institutional foundation of the proposed lecturer career development model. The findings indicate that lecturer career development at UIN Maulana Malik Ibrahim Malang is initiated

not through individual career aspirations but through institutional governance. Academic policies, strategic planning, and quality assurance mechanisms collectively establish the direction for lecturer development, ensuring that every academic activity contributes to the achievement of institutional quality objectives. The analysis demonstrates that institutional policy performs three interconnected strategic functions. First, it provides a regulatory function, establishing formal guidelines that govern academic promotion, lecturer qualifications, research productivity, and professional development. Second, it serves a developmental function, enabling lecturers to continuously enhance their competencies through structured academic roadmaps, mentoring programmes, publication support, and research facilitation. Third, institutional policy performs a transformational function by embedding lecturer career development within the broader quality assurance system of the university. Consequently, lecturer development becomes an organisational strategy rather than an isolated human resource activity.

A notable finding is that the institutional roadmap does not merely specify administrative targets, such as achieving higher academic ranks, but also aligns lecturer development with the strategic objectives of excellent accreditation. This alignment enables lecturers to simultaneously improve teaching quality, research productivity, community engagement, and academic recognition while contributing to institutional performance. Therefore, lecturer career development becomes one of the principal mechanisms through which academic quality is continuously strengthened. This finding extends previous studies on academic career development. Boyer (1990) argued that academic scholarship should integrate teaching, research, and service as the core responsibilities of university academics. Similarly, Evans (2015) emphasised that continuous professional development should be embedded within organisational learning processes. However, the present study demonstrates that institutional policy itself constitutes a strategic driver of lecturer career development by integrating professional development into quality assurance systems and accreditation planning. In this respect, KARTA represents a broader institutional perspective than conventional career development models, which generally emphasise individual competency enhancement without explicitly linking career development to institutional quality management.

Furthermore, the KARTA framework suggests that institutional leadership plays a decisive role in sustaining lecturer career development. Strategic policies formulated at the institutional level create consistency across faculties and study programmes, ensuring that lecturer development initiatives are implemented systematically rather than sporadically. This finding reinforces the argument that quality assurance should be understood as a governance process involving strategic leadership, organisational commitment, and continuous institutional learning (Harvey & Green, 1993; Altbach & Salmi, 2011). Accordingly, KARTA should not be interpreted merely as a policy framework but as a governance mechanism that institutionalises lecturer career development as a core component of sustainable quality assurance.

2. Integrating Academic Practices through DINAMIKA

The second finding reveals that lecturer career development is implemented through an integrated academic system represented by DINAMIKA. The implementation of teaching, research, and community service does not occur independently but operates as an interconnected academic process supported by quality assurance mechanisms, academic monitoring,

collaboration, mentoring, and digital technology (Adisaputera & Pramuniati, 2017). This integration strengthens lecturers' academic competence while simultaneously improving institutional performance. Furthermore, lecturer career development is influenced by both enabling and constraining institutional factors (Akrim et al., 2022). Supporting factors include academic leadership, mentoring programmes, publication incentives, collaborative research, quality assurance systems, and institutional commitment to lecturer development. Conversely, increasing administrative responsibilities, international publication demands, workload complexity, and changing higher education policies remain significant challenges affecting sustainable career development.

These findings reinforce (Abujraiban & Assaf, 2022) concept of continuous professional development (Al-Hamad et al., 2023) mentoring theory, both of which emphasise continuous learning and institutional support. Nevertheless, the present study demonstrates that lecturer career development requires broader institutional integration encompassing quality assurance, academic governance, and organisational culture (Armstrong, 2020). Therefore, career development should be viewed as an institutional ecosystem rather than a collection of isolated professional development activities.

Figure 2 The DINAMIKA Framework: Integrating Academic Practices for Sustainable Lecturer Career Development

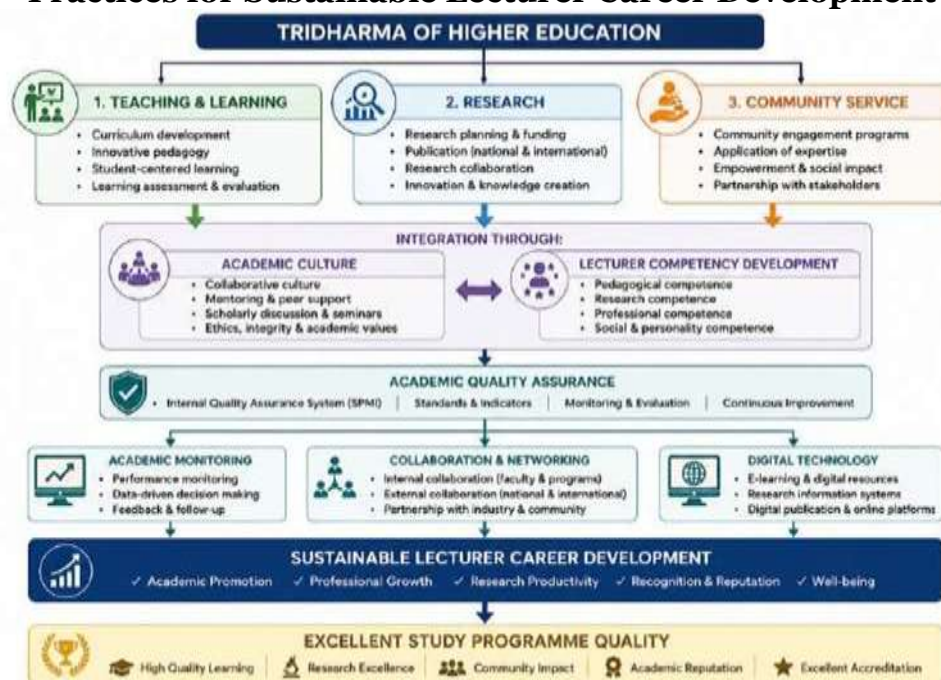


Figure 2 illustrates that the implementation of lecturer career development is not organised through separate academic activities but through an integrated academic ecosystem. The empirical findings indicate that teaching, research, and community service function as interconnected dimensions of the Tridharma of Higher Education, collectively strengthening lecturers' academic competence and institutional quality. Rather than operating independently, these three dimensions interact continuously through academic culture, institutional quality assurance, and organisational learning processes. The findings reveal that teaching and learning activities serve as the initial platform for strengthening lecturers' pedagogical competence. However, teaching quality is continuously enriched by research activities that generate new knowledge and by community

service programmes that contextualise academic expertise within societal needs. Consequently, lecturer career development is characterised by the reciprocal interaction among the three pillars of the tridharma rather than by isolated performance indicators. This finding indicates that academic excellence emerges from the integration of academic functions rather than from excellence in a single domain.

Another important finding concerns the role of academic culture as the mediating mechanism connecting the tridharma with lecturer career development. The study found that academic culture is reflected through collaborative research, scholarly discussions, mentoring relationships, publication support, and institutional commitment to academic excellence. These cultural practices encourage lecturers to participate continuously in professional development and strengthen collective responsibility for institutional quality. In this regard, lecturer career development becomes embedded within the organisational culture rather than remaining an individual responsibility. The empirical evidence further demonstrates that lecturer competency development is strengthened through institutional quality assurance mechanisms. Internal quality assurance systems, periodic academic monitoring, performance evaluation, and feedback processes continuously assess lecturers' achievements and identify areas requiring improvement. This institutional monitoring ensures that lecturer career development follows a continuous improvement cycle rather than depending solely on promotion requirements. Consequently, quality assurance functions not only as an evaluation mechanism but also as a developmental strategy for sustaining academic excellence.

An additional contribution of the DINAMIKA framework is the integration of digital technology and academic collaboration into lecturer career development. The findings indicate that digital learning platforms, research information systems, online publication databases, and collaborative academic networks expand lecturers' opportunities for professional growth while improving institutional responsiveness to contemporary higher education challenges. These findings suggest that lecturer career development has become increasingly adaptive to digital transformation and global academic competition, extending beyond conventional face-to-face professional development activities. From a theoretical perspective, the DINAMIKA framework extends Boyer's (1990) concept of scholarship by demonstrating that teaching, research, and community service should be managed as an integrated institutional system rather than as separate academic responsibilities. Likewise, the findings reinforce Evans' (2015) argument that continuous professional development requires sustained organisational support. However, unlike previous studies that primarily focus on individual competency enhancement, the present study shows that sustainable lecturer career development depends on the interaction among academic culture, quality assurance, digital transformation, collaborative networks, and institutional governance. Therefore, DINAMIKA represents a multidimensional implementation framework that positions lecturer career development as a central mechanism for institutional quality assurance and continuous academic improvement.

3. Developing the IKAD Model

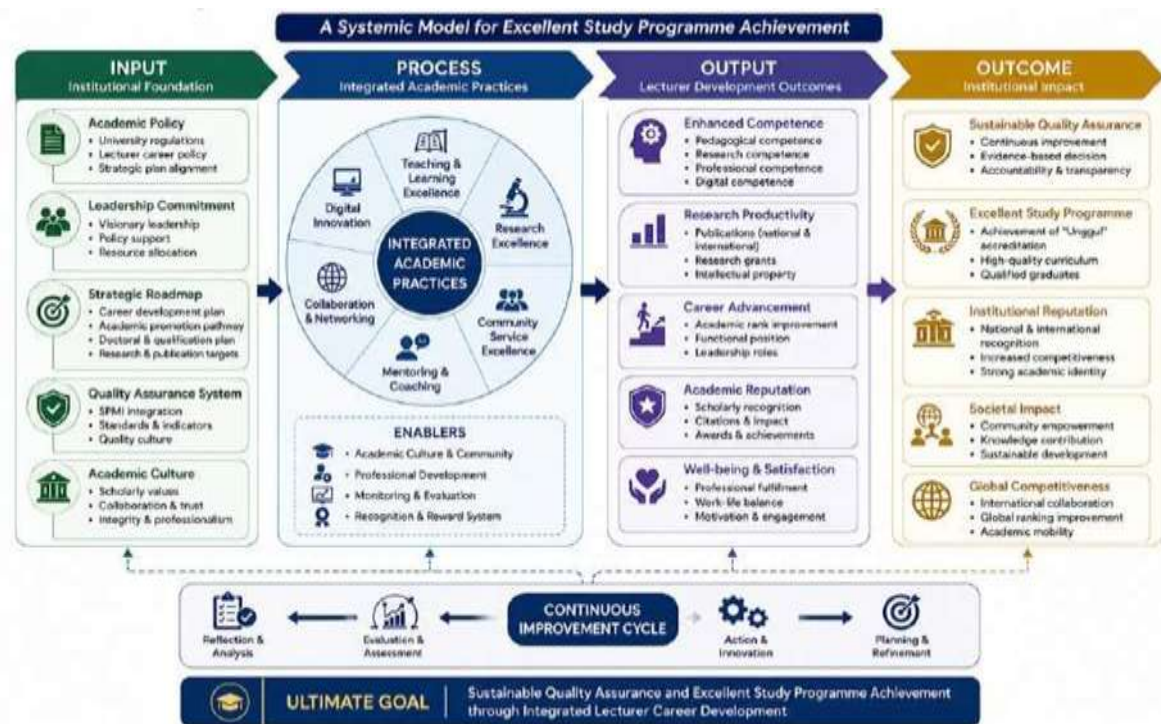
The principal contribution of this study is the development of the Integrated Lecturer Academic Career Development (IKAD) Model. The model was synthesised through the interaction of KARTA, DINAMIKA, and SIKAD

within the Input–Process–Output–Outcome (IPOO) framework (Gasper, 2000). Institutional policies, lecturer development roadmaps, quality assurance systems, and programme needs constitute the input. These inputs are operationalised through integrated teaching, research, community service, competency development, academic monitoring, and quality assurance processes. As a result, the model generates outputs in the form of enhanced lecturer competence, improved research productivity, stronger academic professionalism, and increased scholarly reputation, ultimately leading to institutional outcomes including strengthened programme quality, enhanced institutional reputation, and improved competitiveness of Islamic higher education institutions (Mező & Mező, 2014). An important characteristic of the IKAD Model is its cyclical quality improvement mechanism. The study found that monitoring, evaluation, reflection, and continuous improvement function as institutional feedback loops that continuously refine lecturer development strategies and quality assurance practices (Destari, 2015). Consequently, lecturer career development is conceptualised not as a linear promotion process but as a sustainable academic quality management system.

This finding substantially extends existing lecturer career development literature. (Boyer, 1990) scholarship framework primarily emphasises academic roles in teaching, research, and service, whereas (Farrugia, 1996) focuses on continuous professional development and (Chetana & Mohapatra, 2017) highlights mentoring relationships. Although these models provide valuable perspectives, they predominantly concentrate on individual professional development. In contrast, the IKAD Model positions lecturer career development within an integrated institutional quality assurance framework, connecting academic policy, organisational culture, competency development, quality assurance, monitoring systems, and institutional feedback into a unified academic ecosystem. This integrated perspective represents the principal theoretical contribution of the present study and provides a comprehensive framework for sustaining excellent study programmes within Islamic higher education

Figure 3 The Proposed IKAD Model: An Integrated Lecturer Career Development Framework for Sustainable Quality Assurance

Figure 3 presents the Integrated Lecturer Academic Career Development (IKAD) Model developed from the synthesis of empirical



findings at UIN Maulana Malik Ibrahim Malang. The model illustrates that lecturer career development is not a linear administrative process but an integrated institutional system in which academic policy, strategic planning, quality assurance, academic culture, and continuous professional development interact dynamically to strengthen programme quality. Unlike conventional lecturer career development models that primarily focus on promotion or competency enhancement, the IKAD Model positions lecturer career development as a strategic quality assurance mechanism that continuously contributes to institutional excellence. The model is structured according to the Input–Process–Output–Outcome (IPOO) framework. The Input dimension consists of institutional academic policy, leadership commitment, strategic roadmaps, quality assurance systems, and academic culture. These institutional resources establish the strategic direction for lecturer career development and ensure alignment with the university's long-term quality objectives. During the Process stage, lecturer development is operationalised through the integrated implementation of teaching, research, community service, mentoring, collaboration, digital innovation, monitoring, and evaluation. These interconnected academic activities constitute the organisational mechanisms through which lecturer competencies are continuously strengthened.

The Output dimension reflects measurable improvements in lecturer competence, research productivity, academic reputation, career advancement, and professional recognition. More importantly, these outputs collectively contribute to the Outcome dimension, which comprises sustainable quality assurance, excellent study programme performance, institutional reputation, societal contribution, and global competitiveness. The cyclical feedback mechanism embedded within the model ensures that evaluation findings continuously inform institutional policy refinement, making lecturer career development an adaptive and sustainable organisational learning system rather than a one-time administrative intervention. From a theoretical perspective, the proposed IKAD Model extends the scholarship framework introduced by Boyer (1990), which conceptualises academic work through teaching, research, and

service. While Boyer focuses primarily on the academic functions of individual lecturers, the IKAD Model demonstrates that these functions should be strategically integrated within institutional governance and quality assurance systems. Likewise, Evans (2015) highlights continuous professional development as a lifelong learning process, yet the present study advances this perspective by positioning professional development within a broader institutional ecosystem encompassing leadership, quality assurance, organisational culture, monitoring, and continuous improvement. Consequently, the IKAD Model offers a more comprehensive explanation of how lecturer career development contributes to sustainable quality assurance in higher education institutions.

The principal contribution of the IKAD Model lies in its ability to integrate institutional governance, academic practices, and quality assurance into a unified conceptual framework. Rather than treating lecturer career development as a human resource function, the model conceptualises it as a strategic institutional capability that strengthens organisational learning, academic excellence, and accreditation sustainability. This integrated perspective represents the novelty of the present study and provides a practical framework that may guide Islamic higher education institutions in designing sustainable lecturer career development systems aligned with quality assurance objectives.

Theoretical Contribution

The proposed IKAD Model contributes to the literature on higher education management by repositioning lecturer career development as a strategic institutional quality assurance mechanism rather than merely an individual professional development process. Unlike previous frameworks that primarily focus on competency development, mentoring, or performance evaluation, the IKAD Model integrates institutional policy, tridharma implementation, academic culture, quality assurance, monitoring, and continuous improvement into a comprehensive system that supports excellent study programmes. This conceptual advancement provides a new perspective for understanding lecturer career development within the broader context of sustainable institutional quality management in Islamic higher education.

CONCLUSION

This study demonstrates that lecturer career development should no longer be understood merely as an individual professional advancement process but as a strategic institutional mechanism for sustaining quality assurance in higher education. The findings reveal that lecturer career development at UIN Maulana Malik Ibrahim Malang is systematically embedded within institutional governance through the integration of academic policy, strategic planning, quality assurance systems, academic culture, and the implementation of the tridharma of higher education. This institutional integration transforms lecturer career development from an administrative promotion mechanism into a comprehensive quality management strategy that continuously strengthens academic excellence.

The study further develops the Integrated Lecturer Academic Career Development (IKAD) Model, which synthesises four interconnected dimensions: KARTA (Academic Policy and Academic Transformation Roadmap), DINAMIKA (Integrative Academic Quality Navigation and Implementation Design), SIKAD (Integrated Lecturer Academic Career System), and the IKAD framework within the Input–Process–Output–Outcome (IPOO) perspective. The model

demonstrates that sustainable lecturer career development is achieved through the interaction of institutional policy, integrated academic practices, organisational learning, monitoring, evaluation, and continuous improvement, ultimately contributing to sustainable quality assurance and the achievement of excellent study programmes.

The principal contribution of this study lies in repositioning lecturer career development as an institutional quality assurance strategy rather than solely a human resource development function. By integrating governance, academic culture, quality assurance, and continuous professional development into a unified framework, the IKAD Model extends existing lecturer career development literature and provides a practical reference for Islamic higher education institutions seeking to strengthen academic quality and sustain excellent accreditation. Future studies may validate and refine the proposed model through comparative research across multiple universities and diverse higher education contexts.

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