

Rethinking Lecturer Career Development as an Integrated Academic System

Shobihatul Fitroh Noviyanti*, Nur Ali, Jamilah, Moh Romzi

Universitas Islam Negeri Maulana Malik Ibrahim, Indonesia

*Email Corresponding author: shobihanoviyanti@gmail.com

Abstract

This study examines how lecturer career development is implemented within an institutional context, with a particular focus on how academic practices are shaped through the interaction between formal policies and everyday activities. Using a qualitative case study approach, the research was conducted at UIN Maulana Malik Ibrahim Malang, involving faculty leaders, heads of study programs, and lecturers as key informants. Data were collected through in-depth interviews, participant observation, and document analysis, and were analyzed using an interactive model to identify patterns and relationships across different aspects of academic work. The findings show that lecturer career development is not carried out as a single, structured program, but rather emerges through interconnected academic activities, including pedagogical development, research engagement, scientific publication, academic collaboration, and community service. These activities are supported by institutional systems, yet their implementation varies depending on workload, institutional routines, and field conditions. In particular, the integration of research into teaching and the practice of community service demonstrate how formal programs are adapted in real settings. The study highlights that lecturer career development is shaped not only by institutional design but also by how lecturers interpret and carry out their roles in practice. This suggests the need for more adaptive and context-sensitive approaches in managing academic human resources, particularly within Islamic higher education. The findings contribute to a more grounded understanding of lecturer development as a dynamic and practice-based process.

Article History

Received : 17 January 2025

Revised : 16 April 2025

Accepted : 12 June 2025

Keywords: *Lecturer Career Development, Higher Education, Academic Practices*

DOI: <https://doi.org/10.33650/jumpa.v6i1.10177>

How to Cite:

Noviyanti, S. F., Ali, N., Jamilah, J., & Romzi, M. (2025). Rethinking lecturer career development as an integrated academic system. *JUMPA: Jurnal Manajemen Pendidikan*, 6(1), 134-149.

INTRODUCTION

Higher education institutions are increasingly required to strengthen academic quality through the development of human resources, particularly lecturers who play a central role in implementing the tridharma of higher education (Slamet et al., 2024; Suharyat et al., 2022; Tantowi, 2024). In this context, lecturer career development is not only related to individual competence but also reflects how institutions manage academic capacity in a sustainable way (Bahman Moghimi, 2025; Isnainy & Zainaro, 2024; Mkhize, 2022). This issue becomes more pressing when considering the uneven distribution of lecturer qualifications and academic productivity (Isnainy & Zainaro, 2024; Kharis et al., 2022; Savirani et al., 2025).



National data indicate that a significant proportion of lecturers still hold master's degrees, while research output and international publication rates remain relatively limited (Barrachina-Palanca et al., 2023). These conditions suggest that lecturer development cannot be approached solely as an individual effort but must be supported through structured institutional mechanisms that are responsive to academic demands and changing educational contexts.

Existing studies on lecturer career development have highlighted several important dimensions, including professional competence, research productivity, and job satisfaction. Research in higher education contexts shows that continuous professional development contributes to improved teaching quality and academic performance (Ambon et al., 2024; Bassett & Macnaught, 2025; Muammar & Alkathiri, 2022). Other studies emphasize the role of institutional support, such as training programs, research funding, and mentoring systems, in shaping lecturers' career trajectories (Chavez-Guevara et al., 2024; Owusu-Agyeman, 2024; Shen et al., 2022). At the same time, recent scholarship points to the importance of integrating teaching, research, and community service as interconnected aspects of academic work (Barney et al., 2022; Helens-Hart & Haugen, 2025; Permana et al., 2021). Despite these contributions, much of the literature tends to examine lecturer development in fragmented ways, focusing on specific aspects rather than understanding how these elements interact within an institutional setting. This creates a limited understanding of how lecturer career development is actually experienced and implemented in practice.

This study addresses this gap by examining lecturer career development as an integrated process that unfolds within a specific institutional context. Rather than focusing on isolated variables, the study explores how different components of academic work are connected in practice, including pedagogical development, research activities, publication processes, academic collaboration, and community engagement. The novelty of this study lies in its emphasis on the relationship between institutional structures and everyday academic practices. By situating the analysis within UIN Maulana Malik Ibrahim Malang, the study provides an empirical perspective on how lecturer development is shaped by both formal policies and contextual dynamics. This approach allows for a more grounded understanding of lecturer career development beyond normative or policy-based descriptions.

The purpose of this study is to analyze how lecturer career development is implemented within an institutional framework and to identify the factors that support or constrain its effectiveness. The study seeks to contribute to the broader discourse on higher education management by providing insights into how academic human resources are developed in practice. In particular, it aims to highlight how institutional systems, academic culture, and individual practices interact in shaping lecturer development. These insights are expected to be relevant not only for academic discussions but also for institutional policy and practice, especially in the context of Islamic higher education.

The focus of this study is directed toward understanding lecturer career development as a lived academic process rather than a formal administrative system. Attention is given to how lecturers navigate institutional expectations, manage their academic responsibilities, and engage in various development activities across teaching, research, and community service. By examining these dynamics, the study seeks to capture how lecturer development is enacted in everyday academic settings.

This perspective provides a basis for understanding the complexities of academic work and offers a pathway for exploring more adaptive and context-sensitive approaches to lecturer development. The following section outlines the methodological approach used to examine these processes in depth.

RESEARCHS METHOD

This study adopts a qualitative case study design to explore how lecturer career development is implemented within an institutional setting (Al Qur'an, 2025; Mtisi, 2022; Turnbull et al., 2021). The choice of this design is grounded in the need to understand processes, interactions, and meanings that cannot be adequately captured through numerical data. Rather than focusing on measurable outcomes, the study seeks to examine how policies and programs are experienced and interpreted in everyday academic practices. The research was conducted at UIN Maulana Malik Ibrahim Malang, particularly within the Faculty of Tarbiyah and Teacher Training, which provides a relevant context due to its dynamic academic environment and well-established study programs. Informants were selected purposively, based on their direct involvement in lecturer development activities, including faculty leaders, heads of study programs, and lecturers who are actively engaged in academic processes (Ahmad & Wilkins, 2025; Samuel & Merkebu, 2025; Staller, 2021).

Data were collected through in-depth interviews, participant observation, and document analysis (Bayeck, 2023; Kongsager, 2021; Mitra & O'Brien, 2021). Interviews allowed the researcher to explore how lecturers and institutional leaders understand and experience career development practices. Observations were carried out to capture how these practices unfold in real academic settings, rather than relying solely on reported experiences. In addition, institutional documents were examined to understand the formal structure of policies and programs related to lecturer development. The researcher was directly involved in the data collection process, interacting with informants in a flexible manner to allow for deeper exploration of emerging issues (Collins & Stockton, 2022; Franco & Yang, 2021; Lavis et al., 2023). To ensure the credibility of the findings, data were cross-checked using triangulation across sources and techniques, and further confirmed through member checking to ensure that interpretations remained consistent with participants' perspectives (Lloyd et al., 2024).

Data analysis followed an interactive process involving data reduction, data display, and conclusion drawing (Bingham, 2023; Jellema et al., 2023; McGill et al., 2023). Rather than being conducted in a linear sequence, these steps were carried out continuously as the data were collected and interpreted. This process allowed patterns and themes to emerge gradually from the data, particularly in relation to how lecturer career development is practiced within the institution. The analysis focused on identifying connections between different forms of academic activities, such as teaching, research, and community service, and how these are shaped by institutional structures. The use of this approach made it possible to capture both the formal design of lecturer development programs and the ways in which they are enacted in practice. This strengthens the credibility of the findings by ensuring that interpretations are grounded in empirical data rather than abstract assumptions.

RESULT AND DISCUSSION

Result

The data on permanent lecturers in the Islamic Education Study Program (PAI) indicate that the academic human resource capacity is highly robust and competitive. The total number of permanent lecturers is 39, with a functional position composition dominated by Assistant Professors (38.5%), followed by Associate Professors (33.3%), Professors (20.5%), and Lecturers (7.7%). This distribution reflects a mature and well-structured academic hierarchy, characterized by a balanced composition of senior and mid-level lecturers, thereby supporting the sustainability of the tridharma of higher education.

In terms of academic qualifications, the majority of lecturers hold doctoral degrees (PhD) at 64.1%, while the remaining 35.9% hold master's degrees. This composition indicates that the PAI Study Program possesses strong academic capacity in developing research-based scholarship while maintaining a balance between senior and developing lecturers. In addition, all lecturers have obtained educator certification, reflecting a high level of professionalism in the implementation of teaching and learning activities. The detailed distribution of lecturers' functional positions is presented in Table 1.

Table 1. Lecturers' Functional Positions in the PAI Study Program

No	Functional Position	Number	Percentage
1	Professor	8	20.5%
2	Associate Professor	13	33.3%
3	Assistant Professor	15	38.5%
4	Lecturer	3	7.7%
	Total	39	100%

Furthermore, the distribution of lecturers' academic qualifications is shown in Table 2.

Table 2. Lecturers' Academic Qualifications in the PAI Study Program

No	Qualification	Number	Percentage
1	Doctoral Degree (PhD)	25	64.1%
2	Master's Degree	14	35.9%
	Total	39	100%

The data on permanent lecturers in the Islamic Education Management Study Program (MPI) at UIN Maulana Malik Ibrahim Malang indicate that the quality of academic human resources demonstrates a strong capacity to support the development of an excellent study program. The total number of permanent lecturers is 19, with a functional position composition consisting of 3 Professors, 5 Associate Professors, 8 Assistant Professors, and 3 Lecturers. This composition shows that the majority of lecturers are at intermediate to senior academic levels, which serves as an important indicator of the effective implementation of the tridharma of higher education. In terms of academic qualifications, 12 lecturers hold doctoral degrees (PhD), while the remaining 7 hold master's degrees. This indicates that the study program has a solid academic foundation for developing research-based scholarship, particularly in the field of Islamic education management. In addition, most lecturers have obtained educator certification, reflecting professionalism in the implementation of teaching and learning activities. The composition of lecturers' functional positions in the MPI Study Program is presented in Table 3.

Table 3. Lecturers' Functional Positions in the MPI Study Program

No	Functional Position	Number	Percentage
1	Professor	3	15.8%
2	Associate Professor	5	26.3%
3	Assistant Professor	8	42.1%
4	Lecturer	3	15.8%
Total		19	100%

Meanwhile, the distribution of academic qualifications is presented in Table 4.

Table 4. Lecturers' Academic Qualifications in the MPI Study Program

No	Qualification	Number	Percentage
1	Doctoral Degree (PhD)	12	63.2%
2	Master's Degree	7	36.8%
Total		19	100%

These data show that both study programs have a strong composition of lecturers in terms of functional positions and academic qualifications. This condition becomes an important basis for examining how lecturer career development is implemented in practice.

Pedagogical Competency Development

Pedagogical competency development refers to systematic efforts undertaken by higher education institutions to enhance lecturers' abilities in designing, implementing, and evaluating effective learning processes. This competency encompasses instructional planning, the application of appropriate teaching strategies, and the integration of technology to support student-centered learning. In the context of lecturer career development, pedagogical strengthening is not only oriented toward fulfilling administrative teaching requirements but also toward improving the quality and relevance of learning in alignment with academic standards and student needs.

In this study, pedagogical competency development is reflected through structured institutional programs such as workshops on Semester Learning Plan (RPS) preparation, Outcome-Based Education (OBE) training, and the utilization of Learning Management Systems (LMS). These programs indicate that pedagogical development is positioned as a continuous and strategic process aimed at enhancing lecturers' teaching effectiveness and supporting the achievement of high-quality study programs.

The findings indicate that pedagogical competency development is implemented through structured and continuous training programs designed to improve lecturers' teaching practices. These programs are not only administrative in nature but also aim to enhance the quality of learning in a more adaptive and student-centered manner. Lecturers perceive these activities as relevant to their professional needs, particularly in responding to evolving educational demands. As expressed by one informant: "Every semester, there are RPS workshops and learning technology training that help lecturers adjust their teaching methods to student needs (I1)." This is consistent with another informant who stated: "The training provided is not merely a formality, but truly helps lecturers develop more effective teaching strategies (I2)." These statements indicate that pedagogical development programs are perceived as meaningful and contribute directly to improving instructional practices.

The findings in the field reveal that pedagogical competency development is implemented through various structured institutional programs. These include regular workshops on the preparation of Semester Learning Plans (RPS), training on Outcome-Based Education (OBE), and the utilization of Learning Management Systems (LMS) in teaching practices. These activities are conducted periodically and involve lecturers across different study programs, indicating an institutional commitment to strengthening teaching competencies. In practice, lecturers have begun to incorporate technology-based learning approaches, such as online learning platforms and digital instructional media, into their teaching processes. In addition, RPS documents show a more systematic structure, including clearly defined learning outcomes, teaching strategies, and assessment methods. However, the findings also indicate that the implementation of innovative teaching practices is still constrained by lecturers' workload, particularly due to teaching responsibilities and administrative tasks. This condition suggests that pedagogical development has been implemented systematically, but its effectiveness varies depending on lecturers' capacity and available time. The forms of pedagogic competency development found are presented in Table 5.

Table 5. Forms of Pedagogical Competency Development and Their Practical Implications

Forms of Pedagogical Development	Implementation Practices	Practical Implications for Teaching
RPS (Semester Learning Plan) workshops	Regular workshops conducted each semester focusing on course design and learning outcomes	Lecturers develop more structured lesson plans aligned with learning outcomes
Outcome-Based Education (OBE) training	Training sessions emphasizing alignment between outcomes, teaching strategies, and assessment	Improved coherence between learning objectives, teaching activities, and evaluation methods
Learning Management System (LMS) utilization	Use of digital platforms for content delivery, assignments, and interaction	Increased integration of technology and more flexible learning environments
Instructional technology training	Training on digital tools and interactive media for teaching	More adaptive, student-centered, and interactive learning processes

Pedagogical competency development in this study is implemented through structured and continuous institutional programs that aim to enhance lecturers' teaching effectiveness. The findings indicate that activities such as RPS workshops, Outcome-Based Education training, and the use of Learning Management Systems have contributed to improving the quality of instructional planning and delivery. These programs are perceived by lecturers as relevant and beneficial in supporting their professional development.

However, the effectiveness of pedagogical development is influenced by structural factors, particularly lecturers' workload, which limits the optimal implementation of innovative teaching strategies. Despite these constraints, the overall pattern shows that pedagogical competency development has been systematically integrated into institutional practices. This indicates that strengthening pedagogical competence is not only an individual effort but also part of a broader institutional strategy to improve the quality of learning and support the achievement of excellent study programs.

Research-Based Development

Research-based development refers to systematic efforts undertaken by higher education institutions to strengthen lecturers' research capacity through structured policies, programs, and academic support systems. This development is oriented toward enhancing lecturers' ability to conduct research that is relevant, focused, and aligned with institutional priorities. It includes the establishment of research roadmaps, provision of research funding, and capacity-building programs in research methodology and scholarly writing. In the context of this study, research-based development is reflected in institutional policies such as the Research Master Plan (RIPP), which provides a clear direction for lecturers' research activities. This approach ensures that research is not conducted sporadically but is guided by strategic themes that contribute to both institutional development and the advancement of knowledge. Thus, research-based development becomes an integral component of lecturer career development, supporting the production of high-quality academic outputs.

The findings indicate that research development is implemented through structured institutional policies that guide lecturers in conducting research activities. These policies provide direction and ensure that research is aligned with the institution's academic priorities. Lecturers perceive these policies as helpful in organizing their research focus and improving the coherence of their academic work. As expressed by one informant: "Lecturers' research has been guided through university policies, resulting in a clear and structured focus (I3)." This is reinforced by another informant who stated: "The existence of a research roadmap helps lecturers determine research directions that are aligned with the institution's vision (I4)." These statements suggest that research development is not only individually driven but is also institutionally structured.

The findings in the field show that research-based development is implemented through formal institutional documents and structured programs. One of the key instruments is the Research Master Plan (RIPP), which outlines priority research themes and serves as a reference for lecturers in designing their research projects. In addition, the availability of research grants and methodological training indicates that the institution provides both financial and academic support for research activities. Lecturers' research proposals are generally aligned with institutional research themes, reflecting the implementation of a coordinated research system. This alignment suggests that research activities are not conducted independently but are integrated into a broader institutional framework. However, despite the availability of structured policies and support systems, challenges remain in terms of research output, particularly in producing publications in reputable international journals. This indicates that research development has been systematically implemented, but its outcomes still depend on lecturers' capacity to translate research activities into high-quality publications.

Research-based development in this study is characterized by the presence of structured institutional policies that guide lecturers' research activities. The implementation of the Research Master Plan (RIPP), research roadmaps, and supporting programs such as research grants and training demonstrates that research development is managed systematically at the institutional level. These mechanisms help lecturers align their research with institutional priorities and promote more focused academic work.

However, the findings also show that the existence of structured policies alone is not sufficient to ensure optimal research outcomes. Lecturers still face challenges in producing high-quality publications, particularly in meeting the standards of reputable international journals. This indicates that research-based development requires not only policy support but also continuous capacity building and mentoring. Overall, research development reflects a structured but evolving process that plays a significant role in strengthening lecturers' academic capacity and supporting the improvement of study program quality.

Scientific Publication Development

Scientific publication development refers to systematic efforts undertaken to enhance lecturers' capacity to produce scholarly works that meet academic standards, particularly in reputable national and international journals. This development involves not only technical training in academic writing but also continuous mentoring processes that support lecturers in improving the quality of their manuscripts. It includes activities such as article-writing workshops, publication clinics, and assistance in the submission and revision process. Scientific publication is positioned as a key indicator of academic productivity and institutional reputation. Therefore, publication development is not merely oriented toward output but also toward strengthening lecturers' understanding of academic standards, publication ethics, and the dynamics of scholarly communication. In this study, publication development reflects a structured yet ongoing process that combines institutional support and individual effort in producing quality academic publications.

The findings indicate that scientific publication development is implemented through various mentoring and training programs aimed at improving lecturers' writing capacity. These programs are perceived as practical and directly relevant to lecturers' needs, particularly in preparing articles for submission to reputable journals. Lecturers emphasized that the support provided helps them better understand academic writing standards and the publication process.

As stated by one informant: "The publication clinic greatly helps lecturers improve their articles before submission to reputable journals (I1)." This is reinforced by another informant who explained: "Article writing assistance helps lecturers better understand international journal standards and increases their chances of publication (I2)." These statements indicate that publication development programs play a significant role in strengthening lecturers' confidence and competence in academic writing.

The interview findings show that scientific publication development is primarily implemented through mentoring-based approaches that directly address lecturers' needs in academic writing. Based on the interviews with the informants above, programs such as publication clinics and article-writing assistance serve as practical mechanisms for improving manuscript quality before submission. These activities help lecturers understand the technical and structural requirements of academic writing, particularly for international journals. In addition, the emphasis on mentoring suggests that publication development is not a one-time activity but a continuous process that requires guidance and feedback. However, the findings also imply that despite the availability of such programs, lecturers still encounter challenges related to publication standards and the review process.

This indicates that while institutional support has been provided, the complexity of academic publishing requires sustained and individualized mentoring. Therefore, publication development reflects a gradual capacity-building process rather than an immediate outcome. Departing from this, the form of development of scientific publications found is presented in Table 6.

Table 6. Forms of Scientific Publication Development

Forms of Publication Development	Implementation Practices	Contribution to Lecturers' Publication Capacity
Article-writing workshops	Training sessions on academic writing structure, argument development, and journal standards	Improved understanding of academic writing conventions
Publication clinics	Intensive mentoring sessions with feedback on draft manuscripts before submission	Enhanced manuscript quality and readiness for submission
Article mentoring assistance	Individual or group guidance during writing and revision processes	Increased confidence in preparing articles for publication
Submission support	Guidance on journal selection, submission procedures, and responding to reviewers	Higher chances of acceptance in reputable journals

Academic Collaboration

Academic collaboration in this study is reflected in how lecturers actively engage in joint academic activities, both within the institution and with external partners. Collaboration is not limited to formal agreements but is also evident in everyday academic practices such as co-authoring research, participating in conferences, and engaging in scholarly discussions. These collaborative activities allow lecturers to exchange ideas, refine research outputs, and build wider academic networks. Through these interactions, lecturers are able to improve the quality of their work while also gaining access to broader academic opportunities. The findings show that collaboration has become an integral part of lecturers' professional activities, shaping a more connected and productive academic environment.

The findings indicate that academic collaboration is implemented through various forms of interaction, both within and across institutions. These collaborations are perceived as beneficial in improving the quality of research and expanding academic networks. Lecturers emphasized that collaborative activities provide opportunities to exchange ideas and enhance scholarly output. As stated by one informant: "Research collaboration among lecturers and across institutions helps improve the quality of research outputs (I3)." This is reinforced by another informant who explained: "Through seminars and conferences, lecturers can expand their academic networks and enhance the quality of their publications (I4)." These statements suggest that collaboration is not only an academic activity but also a strategic effort to strengthen research and publication capacity. Building on these findings, the pattern of academic collaboration can be illustrated as follows.

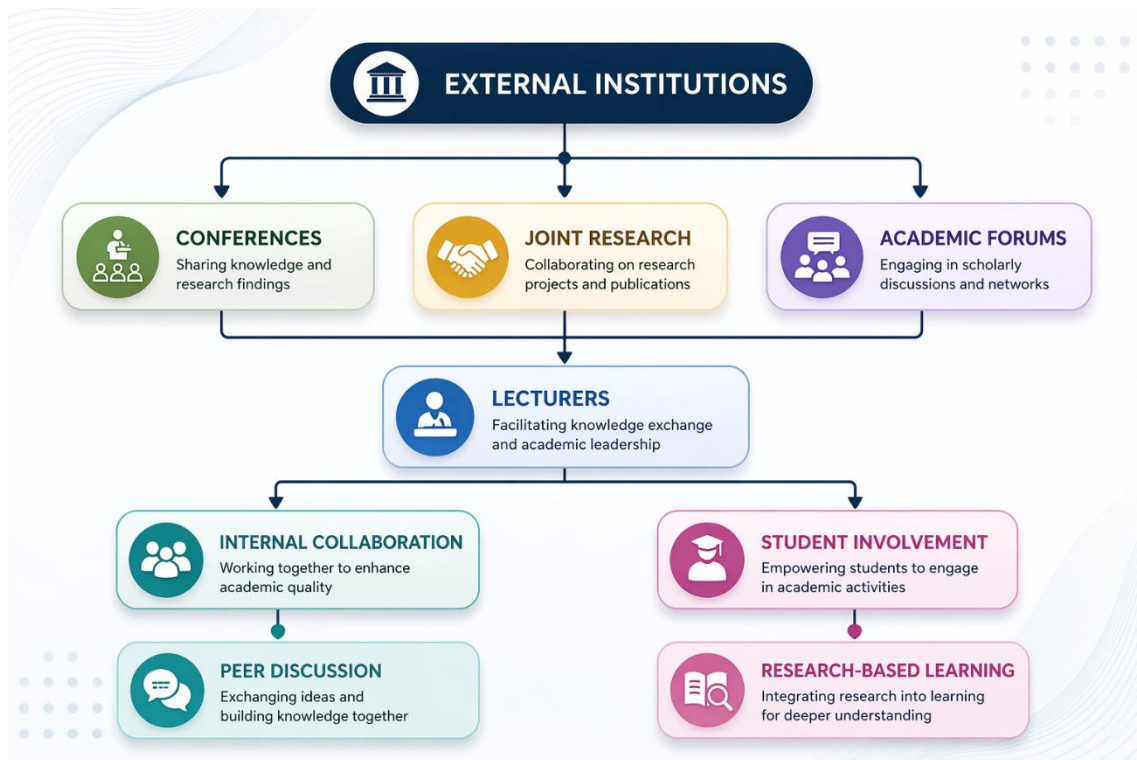


Figure 1. Academic Collaboration Network in Lecturer Career Development

Integration of Research into Teaching

The integration of research into teaching in this study is reflected in how lecturers incorporate their research findings into instructional practices. This integration is not limited to referencing research outputs but extends to the design of learning activities that engage students with current academic discussions and empirical findings. It can be seen in the use of research-based materials, the inclusion of scholarly articles in course content, and the development of assignments that require students to interact with academic literature. Rather than treating research and teaching as separate activities, lecturers position research as a resource that enriches the learning process. This approach allows students to engage with up-to-date knowledge while also developing analytical and academic writing skills. The findings indicate that the integration of research into teaching has become part of instructional practice, particularly in courses that emphasize critical thinking and academic inquiry.

The interview findings indicate that the integration of research into teaching is implemented through the use of lecturers' research outputs as part of instructional materials. Based on the interviews with the informants above, research findings are incorporated into classroom discussions, enabling students to engage with real academic work rather than relying solely on textbooks. This approach supports the development of critical thinking and analytical skills among students. In addition, involving students in discussions of research findings suggests that learning is designed to be more interactive and inquiry-based. However, the findings also imply that the extent of integration may vary depending on the lecturer's research activity and teaching approach. This indicates that while research integration has been practiced, its implementation is not yet uniform across all courses. Therefore, the integration of research into teaching reflects a developing practice that depends on both individual initiative and instructional design.

The integration of research into teaching in this study is reflected in the use of lecturers' research outputs as part of instructional materials and learning activities. The findings show that research is incorporated into teaching through course references, classroom discussions, and student assignments that engage with academic literature. This practice contributes to making learning more contextual and supports the development of students' analytical and academic skills. However, the extent of integration varies depending on lecturers' individual practices and course design. This indicates that while research integration has been implemented, it has not yet been fully standardized across all courses. Overall, the integration of research into teaching represents a meaningful connection between research and instruction, contributing to the development of a research-based learning environment and supporting the improvement of academic quality.

Community Service Development

Community service development in this study is reflected in how lecturers engage in structured activities aimed at addressing community needs through educational and capacity-building programs. These activities are not incidental but are planned and aligned with institutional priorities, ensuring that community engagement becomes part of lecturers' professional responsibilities. Community service involves various forms of engagement, including training programs, mentoring activities, and initiatives that support the development of educational institutions and local communities. These activities position lecturers not only as knowledge producers but also as agents who contribute to the application of knowledge in real-world contexts. Through community service, lecturers are able to connect academic expertise with societal needs, creating a reciprocal relationship between higher education institutions and the community. The findings indicate that community service has been implemented as a structured and continuous activity that supports both social impact and lecturer development.

The findings in the field show that community service activities are implemented through various programs such as training, mentoring, and capacity-building initiatives targeting educational institutions and local communities. These activities are guided by institutional roadmaps, ensuring that community service is conducted in a systematic and sustainable manner. In practice, lecturers are involved in delivering training sessions, providing mentoring to educators, and supporting institutional development in schools and community organizations. Students are also involved in these activities, which strengthens the connection between academic learning and real-world practice. The findings further indicate that community service activities are designed to address specific community needs, rather than being conducted as routine obligations. This demonstrates that community service is implemented as a purposeful activity that contributes to both community empowerment and the development of lecturers' professional competencies.

Community service development in this study is implemented through structured and program-based activities that aim to create tangible benefits for the community. The findings indicate that activities such as training, mentoring, and capacity-building initiatives contribute to community empowerment while also supporting lecturers' professional development. These activities reflect that community service is not merely a formal requirement but a meaningful component of academic

practice. Furthermore, the involvement of students in community service activities strengthens the connection between academic learning and real-world application. However, the effectiveness of these programs depends on their relevance to community needs and the quality of their implementation. Overall, community service development represents a form of applied academic engagement that contributes to both social impact and the enhancement of lecturers' competencies within the framework of higher education.

Discussion

The findings of this study show that lecturer career development is not implemented as a single, isolated program but rather as a set of interconnected academic practices embedded in institutional routines. Across the themes, lecturer development takes place through pedagogical training, research-oriented policies, publication mentoring, academic collaboration, and community engagement. These activities are not merely formal requirements but are experienced by lecturers as part of their ongoing professional responsibilities. What becomes visible from the findings is the way these components interact with each other. For instance, research activities are not only directed toward publication but are also integrated into teaching practices, while collaboration extends beyond institutional boundaries and shapes how lecturers approach both research and publication. At the same time, community service is carried out through structured programs, yet its implementation often depends on field conditions and local needs. This suggests that lecturer career development operates within a dynamic academic environment, where institutional structure and everyday practice continuously influence one another.

These findings resonate with previous studies that emphasize the importance of integrated academic development in higher education (Bahman Moghimi, 2025; Beyene, 2022; Isnainy & Zainaro, 2024). For example, research by Isnainy (2024), highlights that research productivity is strongly shaped by institutional support systems, which is consistent with the structured research policies observed in this study. Similarly, Barney (2022) argues that academic development is closely linked to the interaction between teaching and research, a pattern that is clearly reflected in the integration of research into instructional practices found in this study. However, this study also extends existing literature by showing that institutional structures alone do not fully determine outcomes. While policies such as research roadmaps and training programs are in place, their implementation varies depending on lecturers' workload and contextual factors in the field. This finding aligns with the idea of academic work as a socially constructed practice, as suggested by Helens-Hart (2025), where learning and professional development occur through interaction and participation rather than through formal structures alone. In this sense, the study highlights a gap between formal policy design and its lived implementation in academic practice.

This study contributes to the field of Islamic education management by offering an empirical understanding of lecturer career development as a connected and practice-based process rather than a set of separate institutional programs. While previous studies tend to focus on individual aspects such as competence, job satisfaction, or research productivity, this study shows how these elements are interrelated within an institutional setting. More specifically, the findings demonstrate that lecturer career development is shaped by the interaction between institutional policies and everyday

academic practices. In the context of Islamic higher education, this interaction reflects a management approach that is not only structural but also adaptive to local conditions. The study also highlights the role of academic culture, particularly through collaboration and mentoring, in supporting lecturer development. By bringing together multiple dimensions—pedagogical, research, publication, collaboration, and community service. This study provides a more holistic perspective on how academic human resources are developed. This contributes to strengthening the discourse on Islamic education management, particularly in understanding how institutional systems can support sustainable academic quality.

Rather than appearing as a set of formally designed programs, lecturer career development in this study takes shape through everyday academic practices that are closely tied to institutional routines. What stands out is not only the presence of structured policies, but how these are interpreted, adjusted, and sometimes limited in practice. For instance, while research roadmaps and training programs provide direction, their implementation often depends on lecturers' available time, workload, and opportunities for collaboration. A similar pattern can be seen in community service and teaching practices, where activities are formally planned but tend to shift once they are carried out in real settings. This suggests that lecturer development is not fully determined by institutional design, but emerges through ongoing interaction between policy and practice. These conditions point to the need for approaches that are not only program-based but also responsive to how academic work is actually carried out. Future studies may further explore how these dynamics unfold in different institutional contexts, particularly in relation to workload distribution and academic culture.

CONCLUSION

Efforts to strengthen lecturer career development in higher education often assume that formal programs and institutional policies are sufficient to improve academic quality, yet this study shows a more complex picture in which development is shaped through everyday academic practices. The findings indicate that pedagogical training, research support, publication mentoring, academic collaboration, and community service are all present, but their implementation does not follow a uniform pattern. Instead, these elements are adjusted in response to workload, institutional routines, and field conditions, particularly in activities such as research integration in teaching and community engagement. What emerges is not a fully controlled system, but a process that develops through ongoing interaction between structure and practice. This has important implications for the management of Islamic higher education, suggesting that improving lecturer development requires not only strengthening formal systems but also creating conditions that allow these systems to function effectively in practice. Future efforts may need to pay closer attention to how academic work is actually carried out, especially in relation to time allocation, collaboration opportunities, and the alignment between institutional expectations and lecturers' daily responsibilities.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to all parties who have supported the completion of this study. Special appreciation is extended to colleagues and reviewers for their valuable insights and constructive feedback.

REFERENCES

- Ahmad, M., & Wilkins, S. (2025). Purposive Sampling in Qualitative Research: A Framework for the Entire Journey. *Quality and Quantity*, 59(2), 1461–1479. <https://doi.org/10.1007/s11135-024-02022-5>
- Al Qur'an, M. N. (2025). Conducting Case Study Research in International Entrepreneurship: A Protocol for Qualitative Case Study. *International Journal of Qualitative Methods*, 24. <https://doi.org/10.1177/16094069251394934>
- Ambon, J., Alias, B. S., Komariah, A., & Mansor, A. N. (2024). The Impact of Continuous Professional Development on Teaching Quality: A Systematic Review. *International Journal of Evaluation and Research in Education*, 13(6), 3838–3847. <https://doi.org/10.11591/ijere.v13i6.30427>
- Moghim, B. (2025). Designing an Optimal Scheduling Framework for Balancing Lecturer Workload and Student Timetables in Large Academic Institutions: A Case Study of Ankara Medipol University, Türkiye. *Journal of Information Systems Engineering and Management*, 10(39s), 469–496. <https://doi.org/10.52783/jisem.v10i39s.7188>
- Barney, C. E., Clark, B. B., & da Motta Veiga, S. P. (2022). Research Productivity of Management Faculty: Job Demands-Resources Approach. *Career Development International*, 27(2), 161–184. <https://doi.org/10.1108/CDI-02-2021-0051>
- Barrachina-Palanca, M., Gonzalez-Sanchez, M. B., & Gutiérrez-López, C. (2023). Effects of Performance Management Systems–Strategy Alignment on Lecturers' Engagement with Knowledge Transfer: A Perspective from Spain. *Higher Education Quarterly*, 77(4), 874–889. <https://doi.org/10.1111/hequ.12437>
- Bassett, M., & Macnaught, L. (2025). Embedded Approaches to Academic Literacy Development: A Systematic Review of Empirical Research About Impact. *Teaching in Higher Education*, 30(5), 1065–1083. <https://doi.org/10.1080/13562517.2024.2354280>
- Bayeck, R. Y. (2023). Is Microethnography an Ethnographic Case Study? and/or a Mini-Ethnographic Case Study? An Analysis of the Literature. *International Journal of Qualitative Methods*, 22. <https://doi.org/10.1177/16094069231172074>
- Beyene, S. D. (2022). Human Activities and Environmental Quality: Evidence Beyond the Conventional EKC Hypothesis. *Heliyon*, 8(9). <https://doi.org/10.1016/j.heliyon.2022.e10756>
- Bingham, A. J. (2023). From Data Management to Actionable Findings: A Five-Phase Process of Qualitative Data Analysis. *International Journal of Qualitative Methods*, 22, 16094069231183620. <https://doi.org/10.1177/16094069231183620>
- Chavez-Guevara, I. A., Amaro-Gahete, F. J., & Blanco-Salazar, A. (2024). The Essential Role of Mentoring and Institutional Support in Holistic Research Training: Building Resilience. *Journal of Applied Physiology*, 137(4), 1050–1051. <https://doi.org/10.1152/jappphysiol.00713.2024>
- Collins, C. S., & Stockton, C. (2022). The Theater of Qualitative Research: The Role of the Researcher/Actor. *International Journal of Qualitative Methods*, 21. <https://doi.org/10.1177/16094069221103109>
- Franco, P., & Yang, Y. (Nicole). (2021). Exiting Fieldwork “with Grace”: Reflections on the Unintended Consequences of Participant Observation and Researcher-

- Participant Relationships. *Qualitative Market Research*, 24(3), 358–374. <https://doi.org/10.1108/QMR-07-2020-0094>
- Helens-Hart, R., & Haugen, J. (2025). Articulating Academic Consulting as a Pathway for Faculty Development and Career Satisfaction. *Business and Professional Communication Quarterly*. <https://doi.org/10.1177/23294906251364521>
- Isnainy, U. C. A. S., & Zainaro, M. A. (2024). Lecturer Resilience as a Key Factor in Enhancing Academic Performance: The Influence of Personal Factors, Work Environment, and Institutional Support on Lecturer Productivity in Higher Education Institutions. *Jurnal Aisyah: Jurnal Ilmu Kesehatan*, 9(1). <https://doi.org/10.30604/jika.v9i1.2229>
- Jellema, P., Annemans, M., & Heylighen, A. (2023). Drawing the Researcher into Data: Drawing as an Analytical Tool in Qualitative Research. *Qualitative Research*, 23(5), 1398–1417. <https://doi.org/10.1177/14687941221079530>
- Kharis, M., Laksono, K., & Suhartono. (2022). Utilization of NLP-Technology in Current Applications for Education and Research by Indonesian Student, Teacher, and Lecturer. *Journal of Higher Education Theory and Practice*, 22(14), 170–178. <https://doi.org/10.33423/jhetp.v22i14.5544>
- Kongsager, R. (2021). Data Collection in the Field: Lessons from Two Case Studies Conducted in Belize. *Qualitative Report*, 26(4), 1218–1232. <https://doi.org/10.46743/2160-3715/2021.4744>
- Lavis, H., van Vliet, P., & Tavener, M. (2023). Lessons Learnt by an Experienced Clinician-Novice Researcher Throughout the Process of Qualitative Research Interviewing. *Qualitative Report*, 28(6), 1665–1679. <https://doi.org/10.46743/2160-3715/2023.5922>
- Lloyd, N., Hyett, N., & Kenny, A. (2024). To Member Check or not to Member Check? An Evaluation of Member Checking in an Interpretive Descriptive Study. *International Journal of Qualitative Methods*, 23. <https://doi.org/10.1177/16094069241301383>
- McGill, A., McCloskey, R., Smith, D., Salehi, V., & Veitch, B. (2023). Building a Functional Resonance Analysis Method Model: Practical Guidance on Qualitative Data Collection and Analysis. *International Journal of Qualitative Methods*, 22. <https://doi.org/10.1177/16094069231211145>
- Mitra, S., & O'Brien, V. (2021). Navigating Methodological Concerns at the Data Collection Stage: Lessons from a Qualitative Indian-Irish Adoption Study. *Qualitative Report*, 26(8), 2521–2537. <https://doi.org/10.46743/2160-3715/2021.4508>
- Mkhize, B. N. (2022). Grasping at Straws with Academic Development as a Novice Lecturer. *International Journal for Academic Development*, 27(4), 321–322. <https://doi.org/10.1080/1360144X.2022.2140345>
- Mtisi, S. (2022). The Qualitative Case Study Research Strategy as Applied on a Rural Enterprise Development Doctoral Research Project. *International Journal of Qualitative Methods*, 21. <https://doi.org/10.1177/16094069221145849>
- Muammar, O. M., & Alkathiri, M. S. (2022). What Really Matters to Faculty Members Attending Professional Development Programs in Higher Education. *International Journal for Academic Development*, 27(3), 221–233. <https://doi.org/10.1080/1360144X.2021.1897987>

- Owusu-Agyeman, Y. (2024). Career Success, Collegiality, and the Intentions of Early Career Academics to Stay in the Academic Profession. *Mentoring and Tutoring: Partnership in Learning*, 32(4), 440–465. <https://doi.org/10.1080/13611267.2024.2360377>
- Permana, A., Aima, M. H., Ariyanto, E., Nurmahdi, A., Sutawidjaya, A. H., & Endri, E. (2021). The Effect of Compensation and Career Development on Lecturer Job Satisfaction. *Accounting*, 7(6), 1287–1292. <https://doi.org/10.5267/j.ac.2021.4.011>
- Samuel, A., & Merkebu, J. (2025). Exploring Sampling Strategies to Maximize Qualitative Research Studies in Adult Education. *Adult Learning*. <https://doi.org/10.1177/10451595251349183>
- Savirani, R., Widyandana, D., & Claramita, M. (2025). Interprofessional Communication from the Perspective of Physiotherapy and Midwifery Lecturer. *Jurnal Pendidikan Kedokteran Indonesia: The Indonesian Journal of Medical Education*, 14(2), 79. <https://doi.org/10.22146/jpki.96851>
- Shen, M. R., Tzioumis, E., Andersen, E., Wouk, K., McCall, R., Li, W., Girdler, S., & Malloy, E. (2022). Impact of Mentoring on Academic Career Success for Women in Medicine: A Systematic Review. *Academic Medicine*, 97(3), 444–458. <https://doi.org/10.1097/ACM.0000000000004563>
- Slamet, Ridho, A., Marno, & Efiyanti, A. Y. (2024). Impact of Mission and Vision on Academic Services Mediated by Governance and Human Resources in Higher Education Institutions of Indonesia. *Problems and Perspectives in Management*, 22(1), 477–490. [https://doi.org/10.21511/ppm.22\(1\).2024.38](https://doi.org/10.21511/ppm.22(1).2024.38)
- Staller, K. M. (2021). Big Enough? Sampling in Qualitative Inquiry. *Qualitative Social Work*, 20(4), 897–904. <https://doi.org/10.1177/14733250211024516>
- Suharyat, Y., Susilawati, T. E., Sikki, M. I., & Nurhayati, S. (2022). Online Learning Quality Evaluation in Higher Education During COVID-19 Pandemic. *Society*, 10(1), 207–219. <https://doi.org/10.33019/society.v10i1.406>
- Tantowi, A. (2024). The Role of Education and Life Expectancy in Improving the Quality of Human Resources in Indonesia, Malaysia, and Thailand. *Journal of Infrastructure Policy and Development*, 8(15), 9788. <https://doi.org/10.24294/jipd9788>
- Turnbull, D., Chugh, R., & Luck, J. (2021). The Use of Case Study Design in Learning Management System Research: A Label of Convenience? *International Journal of Qualitative Methods*, 20. <https://doi.org/10.1177/16094069211004148>