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Tree human resources (HR) model of human resource development in higher education

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ABSTRACT

Research related to human resource development models in the world of education is very important, because the world of education is one of the determinants of the quality of HR assets. This research aims to find the HR model that best suits the development of Human Resources (HR) in higher education. The research uses qualitative methods. The type of research used is R&D (Research & Development). In the first year using the Analysis and Design approach from the ADDIE model (Analysis, Design, Development, Implementation and Evaluation). Data collection was carried out through a literature review study of 90 articles indexed by Scopus, Sinta 1, Sinta 2, and interviews with 15 experts from the academic and professional world. This research was analyzed using the SWOT Analysis and FGD approach. The results of this research found a prototype tree-based HR model and important variables that were mapped to the tree structure, namely root variables, stem variables, and fruit/leaf variables. This research is used to improve the quality of higher education human resources. This has implications for improving the quality of lecturers both in self-development and teaching in higher education, which has an impact on the quality of students and Indonesia's human resource assets.



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Introduction

Higher education is an educational institution that focuses on developing human qualities so that they can be accepted by various stakeholders who need HR assets to move and advance organizations/companies. Universities will be able to carry out their functions and targets if they have quality lecturers and supporting staff. The quality of lecturers determines the quality of teaching, which will influence the quality of the teaching results themselves (student quality). Verma & Kaur (2023) stated that one of the function of human resources management (HRM) implementation in higher education institutions is to maintain retention of faculty members, through mentoring and professional development programs.

As institutions that manage people, universities should implement human resource management (HR) in line with the increasingly advanced industrial world. Even though the ultimate goal of these two institutions is different, namely companies that are profit and growth-oriented, universities aim to create good humans as

well as good citizens (Al-Attas, 1979). Higher education has different characteristics from companies and other institutions, which are important to recognized in HRM implementation. These characteristics are legal status and ownership structure, influence of legal entities and legislation on HRM policies, balance towards a high degree of autonomy; collective bargaining and collective agreements; unique characteristics of the academic profession (Pausits et al., 2022). As large-scale organizations, universities view human resources as a very determining element in the development process of companies/organizations that use college graduates. thus the role of human resources becomes increasingly important (Alharthey & Rasli, 2012).

HRM has a very important role in achieving university goals, in this case as a coordinator for personal and institutional development (Fraumann & Güney, 2015). Another important role of HRM for higher education institutions is to empower a work environment that attracts and retains talent, as well as a place to grow. Enhancing the development, recognition, and career advancement of human resources not only benefits individuals, but also contributes to the expansion of higher education institutions and the development of surrounding communities (Zilić et al., 2023). Specifically, the role of HRM for universities in Indonesia can be in the form of improving the quality of lecturers in the fields of education and teaching, research, and community service (Yusup et al., 2021). Companies prefer to hire the best talent from external sources when the need arises, or if they have to look for candidates within the organization, select identified players from their elite talent pool (Ambrosius, 2018; Asplund, 2020; Clarke & Scurry, 2020; Maqueira et al., 2019; Snyder et al., 2021; Tyskbo, 2019). In connection with the above, universities, like companies, need approaches and models for developing human resources to produce the best-talented graduates. This model is a guideline that can be used and applied by universities in developing unique human resources according to their needs.

The research results show that research in several countries, including India, Bangladesh, Spain and Latvia, as researchers found in journal observations, implemented a model or system for developing human resource management in higher education that was not optimal. At least far behind its brothers in the industrial world. An example of the HRM implementation in higher education institutions at Jordan, which is still run in a traditional and backward manner (Al-twal et al., 2019). The delay in implementing HR management in higher education is because HR managers only focus on developing lecturers on the Tridharma topic of higher education, namely teaching, research and community service, as is the obligation given to lecturers in the form of BKD (Lecturer Workload). Research conducted by Rasheed et al. (2016) shows that factors such as job design, working environment, performance management system, and training and development have a significant influence in addition to compensation and incentives.

The HR model in higher education will provide guidelines for the development of lecturers, teaching and supporting staff that will have a positive impact on higher education and its graduates. According to Aust et al. (2020) a good HRM model is the best Sustainable HRM model because it not only considers corporate sustainability but also the common interests of society. The implementation of HRM in higher education needs to be aligned with the university's vision and mission so that lecturers and educational staff will see themselves as strategic resources (Allui & Sahni, 2016). Although some HRM functions have been carried out by the university such as recruitment and selection, performance evaluation, training and development, and salary and benefits, there are still functions that have not been maximized, namely HR strategy and plan, career progress, and employee relations (Pausits et al., 2022).

This research aims to design a tree-based human resource development model in higher education. The tree-based HR development model is applied research from the HR development model developed by Ramly & Tanjung (2021). This HR development model is a concept of learning, self-development, profession and HR career in higher education. According to Ramly & Tanjung (2021) the tree model analogizes individual development to the function of a tree which consists of roots (spirituality), trunk (competence and personality), and fruit/leaves (behaviour). This model can be used in training programs that can influence performance improvement and increase human resource capacity in higher education (Ramly, 2019). Apart from influencing performance improvement, the tree model can also be applied to optimize the leadership potential of human resources (Ramly, 2022), as in research Gazali & Zainurrafiqi (2023) which states that leadership identification influences good performance. An example related to the development of spirituality is that good spiritual intelligence will shape financial management behaviour and reduce the possibility of financial stress in the future (Rahmayanti, 2023).

Method

The research was conducted using qualitative methods through literature reviews and interviews with HR experts in organizations, companies and the academic world. The results were analyzed using SWOT (Swot Analysis) and decided by experts in a Focus Group Discussion (FGD).

A literature review was carried out by collecting 120 articles from online journals related to human resource development. However, because the time limit is less than 10 years and the journals chosen are journals indexed by Scopus and Sinta 1 and 2, the remaining articles are 90 articles. A total of 90 articles were reviewed to look for similarities in discussion according to the research objectives. The parts of the article that are searched for similarities are: (1) novelty, (2) problem formulation, (3) research objectives, (4) hypothesis (if any), (5) research method used, (6) variables or indicators used by the researcher, (7) theory put forward by researchers, (8) research results, (9) relevance to the objectives of this research. Of the 90 articles reviewed, 84 articles were found based on the suitability of the research theme. Then grouped into qualitative research, 40 articles were obtained. The systematic literature review (SLR) process with the Prisma technique is shown in Figure 1.

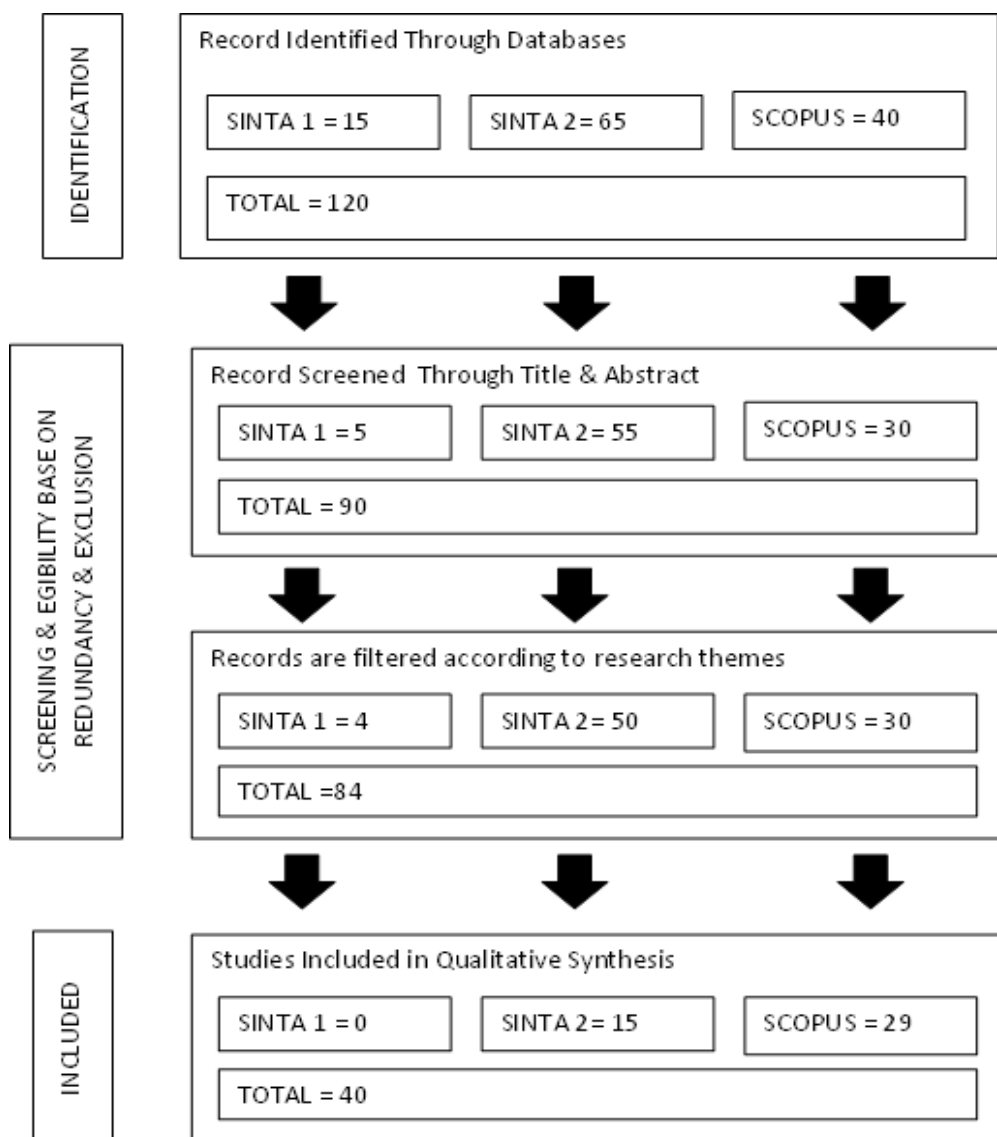


Figure 1. Flowchart of the SLR-Prisma Approach Article Selection Process

Interview guidelines are divided into 3 main categories, namely (1) interview guidelines with academic experts, (2) interview guidelines with professional experts, and (3) interview guidelines with partners who use research results. An example of a question asked to all experts was 'Is it important to design a Human

Resource Development model, which focuses on the needs of higher education institutions? Explain your logic?". All expert opinions are grouped using SWOT Analysis and become FGD material.

Interviews with experts from companies and the academic world were conducted in 6 regions (West Java, Central Java, East Java, Kalimantan, South Sumatra and Aceh), 10 universities (Ibnu Khaldun University, IPB University, IAIN Laroiba, Veteran Bangun Nusantara University Sukoharjo, Airlangga University, Gajah Mada University, STIE Indonesia Banjarmasin, Bina Dharma University Palembang, USK Banda Aceh and UNIKI Bireuen), and in 10 cities in Indonesia, namely: Bogor, Jakarta, Bandung, Surabaya, Sukoharjo, Yogyakarta, Banjarmasin, Palembang, Banda Aceh and Bireuen. Interviews with HR experts from practitioners and companies from 5 companies/organizations, namely (1) PT Quantum HR Internasional, (2) Indonesian Management Forum, (3) P2SDM IPB University, (4) Ulil Albab Islamic Boarding School Bogor, (5) Napan Persada Consultants.

The results of the literature review and expert interviews carried out mapping and SWOT analysis. The results of the SWOT Analysis were reviewed in Focus Group Discussions which were held 4 times, namely at (1) STIE Indonesia Banjarmasin, (2) Bigland Sentul Bogor, (3) UGM club hotel Yogyakarta, and (4) Zoom meeting with management statistics experts from Bina Dharma University-Palembang.

Results and Discussions

General HR Development Category

The discussion of the first category of articles relates to recruitment of team members, competency of team members, performance of team members/organization, motivation, innovation, work discipline, job satisfaction, work atmosphere, leadership, training, management of turnover of team members, involvement of team members, giving awards, personality team members, talent management, team member commitment and organizational commitment. Some articles are needed as insight but are not related to discussions such as issues of gender discrimination in the work environment, spiritual leadership, knowledge management, artificial intelligence and social media.

In this category of articles it can be concluded that all these variables are interconnected and have significant direct and indirect influences. If a variable is studied to find out whether it has a big influence on other variables, then the research says some have a big influence and some don't. Variables that do not have a significant influence or even have no influence, there will be other mediating variables that make these variables have an influence. For example, the work environment does not affect the performance of team members. However, if mediating variables are included, for example the job satisfaction variable, then the work atmosphere variable controls the job satisfaction variable and then the job satisfaction variable influences the performance of team members.

In research that involves quite a lot of variables, mediating variables are always needed. This is interesting because to state that an independent variable influences a fixed variable, a mediating variable is needed; This means that HR managers in an organization must make many variations in improving the performance of their employees. HR departments should not just stop when research finds that a variable does not affect team member performance. However, it can be done through other media variables which ultimately improve the performance variables of team members or organizations.

Higher Education Human Resources Development Category

In this research there are several articles that discuss human resource development in higher education because the keyword "university" was added to the search. The research aims to obtain a model for human resource development in higher education. There are 26 articles about human resource development in universities in various countries. In particular, several articles discuss the application of HR management in higher education at universities in Kazakhstan, Bangladesh, India, Portugal, Malaysia, Jordan, Oman and universities in India.

In this category, articles discuss the development of individual and organizational human resources in higher education. The HR development studied is almost similar to the first category, namely describing the relationship between variables, such as team member recruitment, job satisfaction, work atmosphere, work motivation, team member involvement, team member turnover, leadership, work ethics, organizational commitment, and work stress. There are also quite a lot of articles that discuss the implementation of HR management as a whole and its influence on organizational performance, campus reputation, future campus development, its impact on the curriculum, university competitiveness, quality of education and sustainability of higher education.

One or two articles discuss things other than the above, such as Green HRM (environmentally friendly HR management), HR productivity, work ethic, university image and quality. Discussions outside this topic are

still related to the research objective of providing a broader picture of the implementation of HR management in higher education and what matters are of concern to higher education institutions in managing human resources in their institutions.

Category of HR Development Model

There are 33 articles in this third category. Various human resource development models are obtained from tracing the pieces that fall into this category, both overall and per variable. Widespread implementation is also related to the industries studied, such as the banking industry, palm oil plantation industry, Fintech industry, and MSMEs/entrepreneurship. Models typically include one variable, for example industrial relations, training, competency, career and performance models. Some people model the manager's leadership style with a sense of humor. In this category, you could say that there are various types of models presented.

Not all models in this third category of articles are depicted visually. There are those who only explain with narration, there are also explanatory tables, and the most helpful ones are of course using pictures or diagrams. Overall, the model involves all variables or in some references is called the HR management pillar; not much different from the critical functions of SKKNI in the field of human resource management. Meanwhile, models that involve one variable or several variables, but not all of them, can complete the overall model. This third model is also compared to the previous HR development model. Islamic HR management models have developed such as the Harvard HR development model, the Michigan model, the Harvard model, even in Malaysia. The entire model will be compared with the critical functions in the SKKNI which are adapted to human resource development in higher education.

The HR development model discussed is a model for industry, therefore it is necessary to display business processes in higher education. The business process in higher education is certainly different from the industrial world which is oriented towards business and development (profit and growth). Business processes in higher education are determined by the main activities (core business), namely academic activities, namely the tri dharma of higher education which includes teaching, research and community service. Apart from the main activities, there are also non-academic supporting activities in the fields of human resource management, finance, infrastructure, organization and student affairs.

The end of the business process in higher education is not profit, although some private universities emphasize profits in managing their higher education. However, universities in their business processes aim to have a respectable academic and academic reputation in society as educational institutions by presenting the superiority of the Tri Dharma of Higher Education. This business process model is taken from Law No. 12 of 2012 concerning Higher Education and Government Regulation No. 4 of 2014 on the Implementation of Higher Education and Management of Higher Education. Then modified based on the Porter model by IPB (2012) as in Figure 2.

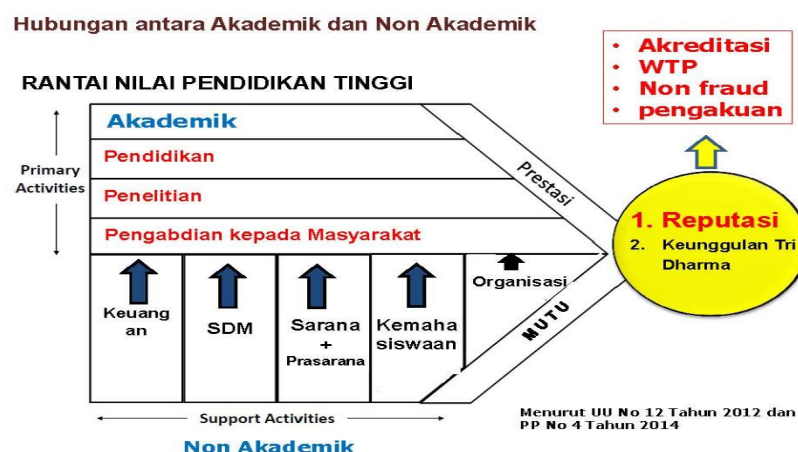


Figure 2. Higher Education Business Process Model by IPB
Source: (IPB, 2012)

In general, the management and development of human resources in higher education includes the academic field, namely lecturers, and the non-academic field, namely employees. Therefore, universities that deal with human resources must manage and develop lecturers and educational staff. Even though they are part of supporting activities, the presence of educational staff is very important considering that the continuity

of the teaching, research and community service processes cannot run without them. The department that oversees HR in higher education is usually under the second vice chancellor, where all the supporting fields are located. So, the second vice chancellor must place staff in each section, namely finance, human resources, infrastructure and organization. Usually student affairs are handled by the vice chancellor 3.

Practice of human resources management is needed to achieving continuity between workforce effectiveness and operational needs, which is described as a combination of administrative functions with performance, employee relations, and resource planning. The purpose of HRM is to maximize the return on investment of human capital in an organization and minimize financial risks that must be carried out effectively, legally, fairly, and consistently (Patrick & Sebastian, 2012). The implementation of HRM in higher education needs to be aligned with the vision and mission of the university, so that lecturers and education personnel will view themselves as strategic resources (Allui & Sahni, 2016).

In the context of higher education institutions such as universities, human resources are defined as intellectual capital so that effective management is required to achieve competitive advantage. The goal of HRM is to produce the best people by creating a conducive environment to employee growth and satisfaction. HRM is seen as a demand to increase individual commitment which then contributes to the growth of the institution (Menon, 2015). The aspects of HRM that are implemented can bring benefits, namely increasing customer satisfaction through customer relationship management (Suharto & Yuliansyah, 2023).

Meanwhile, the competency standards for determining the appropriate model are taken from the SKKNI which contains competency units (UK). The competency standards in effect at the time this research was conducted were SKKNI No. 149 of 2020 concerning Determination of Indonesian National Work Competency Standards for Basic Categories of Professional, Scientific and Technical Services, Head Office Activities and Management Consulting in Human Resources Management. SKKNI continues to increase compared to the previous SKKNI in 2015, namely from 104 competency units to 61 competency units. According to research by Mahdane et al. (2018), the role of SKKNI in the industrial world does not have much influence on practical HR competencies. However, this is due to a lack of socialization regarding the contents, roles and functions of SKKNI. Meanwhile, in this research we only took competency unit points formulated by experts and practitioners in their field.

The main function of SKKNI is the same as the HR development model proposed by experts and practitioners. One development model in the industrial world is PT Astra International Tbk which has Astra Human Capital Management (AHCM) with the following basic framework as in Figure 3.

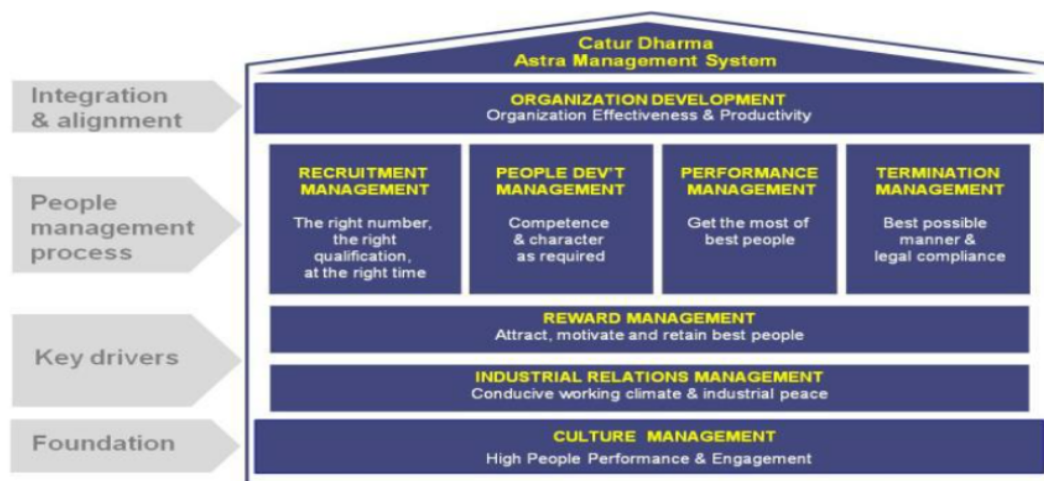


Figure 3. Basic Framework (Pillars) of Astra Human Capital Management

(Source: (Armstrong & Taylor, 2023))

The higher education human resource development model as intended in the objectives of this research is taken from the articles studied. 11 models have been identified that can be applied to human resource development in higher education. From this model, five models applied in the banking industry will be specifically analyzed, namely (1) the Harvard model, (2) Michigan model, (3) Guest model, (4) Warwick model and (5) Junaidah Islamic HRM model. The explanation of this model as proposed by Syhuhada & Masrom (2014) is as follows:

Harvard Model

This model functions as a guide to direct all leaders in the organization in their relationships with employees. This model focuses on the human relations aspect of HRM. This model is usually called a soft model and not a hard model which emphasizes processes, not people. This model also focuses on team member commitment to increase team member loyalty (Syhuhada & Masrom, 2014).

Michigan Model

As in Figure 4, the Michigan model shows a model designed by Armstrong (2000) that focuses on the HRM process. This model is also called a complex model. This gives confidence to organizational management that people must be managed like other resources: acquired efficiently, used sparingly, and exploited to the maximum. It also emphasizes the relationship between HRM activities and organizational performance. This model focuses on selection, assessment, development and rewards directed at organizational performance.

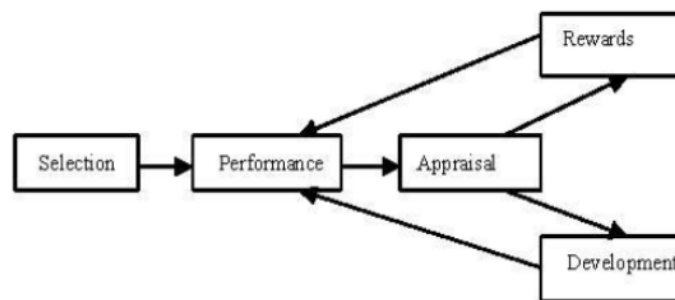


Figure 4. Armstrong's Michigan model

Guest Model

The hope is *that* this practice will produce superior individual and organizational performance. This model of HRM is completely different from performance management because HRM is more about changing people in the face of innovation occurring in the organization with better training, fairness assessment, selection, rewards, job design, engagement, and security, leading to higher quality results. such as commitment and flexibility (Guest, 2002).

Islamic Human Resource Management Model

The Islamic Human Resources Management (HR) model proposed by Junaidah (2009). This model emphasizes fairness and justice by providing Islamic values in every HRM process. This shows the positive and significant influence of empowerment, organizational communication and reasonable procedures as determinants of team members' trust in their organization.

Tree HR Model

According to Ramly & Tanjung (2021), the tree structure, the root of the model, can be called the principle of success. A tree trunk that is good and continues to grow can be analogous to a competent trunk, and fruit/leaves that are dense and useful can be called fruit/leaves of successful action. Based on this structure, the spirituality variable can be said to be the root of human success. Competency variables are the pillars of success that continue to develop in human work. Personality variables are fruit/leaves that continue to move and produce work.

The author develops the tree model as a concept for learning, self-development, profession and career which is called the pumping model. For human resource development, the author then calls it the Pumping-HR model. The structure of the Pumping-HR Model follows the analogy of a tree model. The strong roots in HR management are called Success Principles. The stem that grows in HR management is called Pumping Competency. Useful fruit/leaves that are produced continuously in human resource management are called Pumping Action (Ramly, 2019). This research has produced a 'human resources' model based on tree components (roots, stems, and fruit/leaves). The complete Prototype Tree HR model is as shown in Figure 5 below.

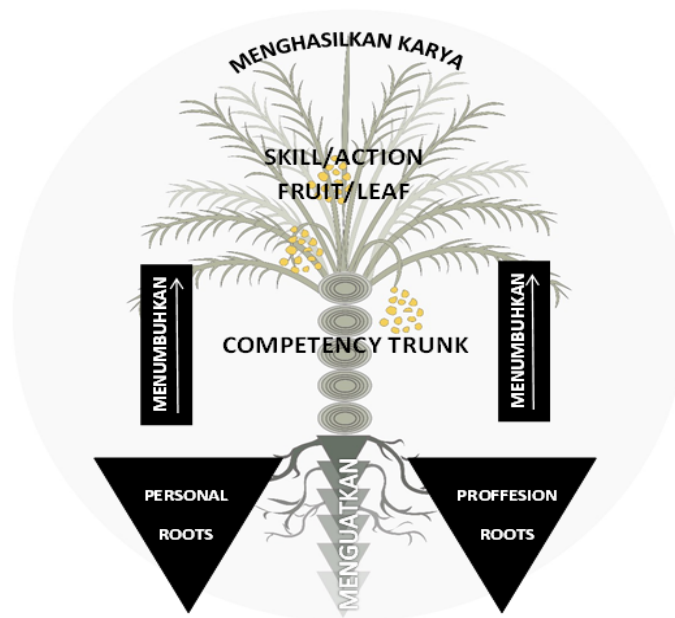


Figure 5. Prototype Tree HR Model

Figure 5 explains that the HR model tree has three important components, namely (1) personal and professional roots, (2) competency stems, and (3) fruit/leaves of skills/actions. Personal and Profession are the roots of human success beliefs. Personal roots are the strength of an individual's personal beliefs, such as passion, and talent supported by the individual's mentality, morality and spiritual values. Meanwhile, the root of the profession is the strength of seriousness in carrying out professional mandates in a group manner, requiring trust in one another. Personal and professional roots must continue to be strengthened with various personal and professional developments. The competency bar is an important function of increasing and developing individual lecturer abilities and professionalism. The ability must continue to grow (get taller and bigger) like a tree. Lecturers must continue improving their ability to adapt to student developments and uniqueness in teaching and learning. The fruits of action must continue to be marked by works and behaviour that are prestigious and inspire the academic community and society.

Actually, there are five most important parts of a tree, namely roots, stem, leaves, flowers and fruit (Tjitrosoepomo, 2020). Roots, stems, leaves, flowers and fruit have properties. These similarities in properties are drawn and used as a reason to do the same thing in the model. Leaves, flowers and fruit (including the seeds inside) can be combined because their functions are similar. The functions of roots include strengthening the plant's standing, absorbing water from the soil and nutrients which are then distributed to the stem (Siti Sutarmi, 1983). It absorbs natural and organic nutrients and water in the soil. The roots act as an intermediary and support for the plant so that with the roots the plant can stand upright on the ground. Roots also function to store food and nutrients in the form of food reserves before being distributed to other parts. The roots of certain plants can also become a means of vegetative reproduction by duplicating themselves. Root growth penetrates into the soil (geotropy) and searches for water (hydrotropy) (Hindriana, 2023).

The main function of the stem is to support the leaves and fruit to grow on it. The stem also transmits water and minerals to the leaves which are converted as products for the photosynthesis process. The function of stems in plants is to channel water and nutritional minerals from the place of absorption in the roots to the leaves through a certain network of vessels. In appearance, the stem is what makes a plant look sturdy, upright, strong and supports the part where it grows next. Meanwhile, the leaves function as a kitchen where food is made. In green plants, leaves function as a respiratory tool by taking carbon dioxide from the air and releasing oxygen into the air. The oxygen that humans breathe out becomes fresh air. Especially when we take shelter under a tree during the day. Flowers, apart from their function to beautify plants that are pleasing to the human eye, are also a reproductive tool in which there are pistils and stamens as a means of reproduction. Meanwhile, fruit is the final result of the plant obtained from other parts (Hindriana, 2023). This fruit provides benefits to other creatures, including humans. These three parts, namely leaves, flowers and fruit, have the same function, namely providing direct benefits to other creatures. In making an analogy, it will be divided into three parts, namely roots, stems and fruit (representing leaves and flowers).

The research results also recommend important variables for lecturers in the process of developing their personal and professional qualities. These variables are grouped into root variables, stem variables and fruit

variables. Root variables are variables that function to strengthen the lecturer's personality and profession. The stem variable is a variable that functions to grow the self-quality and professionalism of lecturers. The fruit variable is a variable that functions to produce the lecturers' daily work and behavioural actions. In detail, these variables are as in Figure 6.

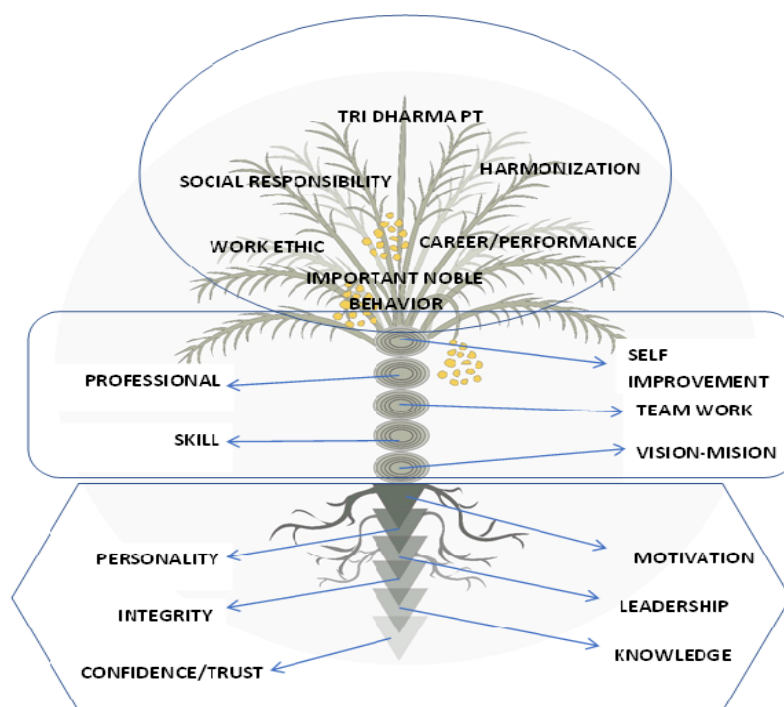


Figure 6. Variables for Human Resources Quality Development for PT Lecturers Based on Tree Structure

Figure 6 the results of the research variables which are at the root of personal and professions are (1) confidence/Trust as an educator, (2) Lecturers have knowledge power that matches their expertise, (3) Lecturers must have good integrity, (4) lecturers must be strong with leadership values, (5) lecturers understand and strengthen personality and professionalism, (6) Lecturers have strong motivation in teaching. The competency stem variables are (1) lecturers must have a vision and mission in growing professionalism, (2) lecturers must continuously improve and develop their skills, (3) lecturers must strengthen teamwork between fellow lecturers, education staff and students, (4) lecturers continuously train and develop professionalism in teaching, (5) lecturers must be adaptive and carry out continuous self-improvement as individuals and as professionals. Meanwhile, the fruits of action skills are (1) behaving with a noble moral foundation, (2) having a work ethic in educating students to develop themselves and their profession, (3) developing a career with good performance, (4) having and being responsive to social responsibility. , (5) harmony in activities as a teacher and member of society, (6) implementing the tridharma of higher education.

This model is in accordance with the reality of human resource development in higher education for lecturers, education staff and other academics. A lecturer, for example, must have a good personality. A lecturer must be trustworthy (trustworthy), have above average intellect, have integrity (walk the talk), have a commitment to the truth, love his work including his students, be obedient to worship, be able to create a supportive environment for learning and research, have fortitude in achieving success and have high emotional intelligence. In practice related to his work, a lecturer must also have the competence to be able to develop himself in his specialization. He must be able to carry out mapping to achieve suitability of job characteristics and personal characteristics such as intelligence, work potential, way of working, and personality needed in the world of work in higher education. Apart from that, the competencies that he must have are being able to control the environment in the workplace, being able to manage the competencies and knowledge he has, being professional at work and being able to develop talents inclusively.

Like fruit on a plant, a lecturer must have the ability to produce work and transfer his competence to students. For this reason, the ability to educate students is also needed to develop students' soft skills and hard skills. In producing these skills, a lecturer must have a good work ethic and behavior according to organizational demands. Other skills that lecturers must have are the ability to develop organizational culture, productivity in academic services, being able to manage social responsibility to create organizational change, and being able to maintain the image of the higher education institution where they work. This skill will later

bring universities forward in implementing the tridharma of higher education, namely education, research and community service. This model will be used to develop human resources in higher education, especially lecturers. The section that brings human resources to higher education must adapt human resource development to this model, starting from recruiting lecturers, developing to retaining lecturers so that they are always productive and able to produce the three dharma outcomes of higher education.

The HR Tree Model is a development of the Pumping HR Model by Ramly (2016) as a concept of learning, self-development, profession, and career. The tree model analogizes the individual as a tree consisting of roots (spirituality), stem (competence and personality), and fruit/leaves (behavior). This model can be used in training programs that can influence performance improvement and capacity building of human resources in higher education Ramly (2019). In addition to affecting performance improvement, the tree model can also be applied to optimize the leadership potential of human resources Ramly (2022), as in research Gazali & Zainurrafiqi (2023) which states that leadership identification affects good performance. An example related to the development of spirituality is that good spiritual intelligence will shape financial management behavior and reduce the possibility of financial stress in the future (Rahmayanti, 2023).

The application of the HR Tree Model to improve human resource management in higher education can be in the form of mastery of individual capacity, profession, and teaching technical skills. Every individual who works in the field of education should have high confidence in himself and his future, understand his personality, and have values as educators and education personnel. In addition to personality, mastery of the profession is also in line with understanding the work, in this case specifically for educators, namely learning styles and behaviors (Ramly & Aminda, 2020). This article is the result of the first year of three years of research that was designed. The results of this first year's research are original and limited by limited references to previous research results of a similar nature, are qualitative, and combine the opinions of experts in focus group discussions (FGD). To strengthen the validity of the model and variables, it needs to be tested through implementation and quantitative research to see the influence between variables.

Conclusions

This first year's research produced 2 important outputs from the design of a human resource development tree model in higher education, namely (1) a prototype of the human resource development tree model in higher education with the name Tre HR Model, and (2) lecturer HR development variables based on the model structure tree. The Tree HR Model is a tree model of human resource development which consists of 3 important components, namely (1) personal and professional roots, (2) competency stems, and (3) fruit/leaves of skills/actions.

Results of the research variables which are at the root of personal and professions are (1) confidence/Trust as an educator, (2) Lecturers have knowledge power that matches their expertise, (3) Lecturers must have good integrity, (4) lecturers must be strong with leadership values, (5) lecturers understand and strengthen personality and professionalism, (6) Lecturers have strong motivation in teaching. The competency stem variables are (1) lecturers must have a vision and mission in growing professionalism, (2) lecturers must continuously improve and develop their skills, (3) lecturers must strengthen teamwork between fellow lecturers, education staff and students, (4) lecturers continuously train and develop professionalism in teaching, (5) lecturers must be adaptive and carry out continuous self-improvement as individuals and as professionals. Meanwhile, the fruits of action skills are (1) behaving with a noble moral foundation, (2) having a work ethic in educating students to develop themselves and their profession, (3) developing a career with good performance, (4) having and being responsive to social responsibility. , (5) harmony in activities as a teacher and member of society, (6) implementing the tridharma of higher education. It is recommended for further research to apply and test the influence of variables from the three important components of the Tree HR model.

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