



## Human Resources for the Development of Higher Education and Academic Culture of Achievement and Continuous Learning



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### Abstract

This paper discussed the development of high-endowment resources and academic culture in learning achievement and sustainability. We get the data online and analyze it under a distinctive approach involving data coding systems, in-depth data interpretation, and drawing conclusions that answer problems with high validity. Our data search is specifically for literature released ten years ago because the development of universities with their vital human resources has experienced extraordinary developments in the last ten years. After a series of analyses, interpretations, and discussions, the results include developing university resources and achieving academic results. A sustainable learning culture will only be possible when the university can optimize existing resources: having a culture of increasing success in obtaining specialization makes high career future opportunities and building relationships that lead to career support after getting knowledge in college. Thus, these results benefit similar studies in the future.

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## 1 Introduction

Efforts to improve university environmental academic services can be carried out by improving the quality of other resources, including human resources (Kooli & Abadli, 2022). Excellent human resources are critical to achieving higher education institutions' goals. Human resources are everything employed in organizing higher education, including expanding academic staff, academic service quality, funding, and community services, in the context of the university's goal. Improving the quality of human resources in tertiary institutions is still within reach of the parties. In simple terms, it can be done by increasing education and training, which develops each individual in terms of increasing the quality of knowledge, skills, and work results (Tien et al., 2020). To do this, the development of human resources in tertiary institutions can be carried out in various ways and strategies, including appreciating strategies for the academic community by providing continuous training to create an efficient work environment whose aim is to improve the development of tertiary services. Whatever activities and strategies are used, all believe that the primary goal of higher education is to improve academic quality or the quality of learning outcomes in serving the student community, which is of particular concern. So, studies are needed on developing tertiary human resources by creating an academic culture of irrational and profitable work agreements. It is on this basis that this study was carried out to develop human resources in the tertiary environment, especially in cultivating the spirit of results and cultivating learning that is committed to following the demands of 2018 (Bonebright et al., 2012).

Efforts to guarantee the implementation of higher education oriented towards improving the quality and output of university competitiveness, exceptionally competitive graduates require an excellent work system and university management data (Bonebright et al., 2012). For this reason, one solution is to remember that universities are running in the global era of competition, not only between universities between countries but internationally, so that the university has a global impact; all staff and academics, including graduates, no longer think and work with a national orientation, but must have a global vision, so the university must be able to obtain superior human resources, especially resources capable of mastering technology and global orientation vision (Okoye & Ezejiofor, 2013). Implementing good university governance is a very urgent solution considering that universities running in the global era of competition are already getting tighter and denser so that universities can guarantee the implementation of quality output. The answer is solid higher education governance. Implementing to fulfill the aims of Higher Education, the Minister must regulate, plan, supervise, monitor, and evaluate as well as develop and coordinate the execution of paths, levels, and types of Higher Education (Ismail et al., 2021). This is following the expectations of the higher education system in Indonesia through the Higher Education Law, which states that Higher Education is an educational pathway after graduating from high school which includes diploma, bachelor, master, doctoral, and professional programs, as well as specialist programs, which universities manage, both state-owned and private (Shaturaev, 2021).

Discussing education, significantly higher Education in Indonesia, is an exciting matter and is never finished being discussed. Because in general, the education problem is fundamental and closely related to efforts to educate the nation's life and form Indonesia's human resources (Wicaksono & Friawan, 2011). Society considers that higher education contributes significantly to the progress of life. In addition, tertiary institutions have also helped many young people to get jobs. Thanks to these modern institutions' services, young people have failed to become politicians, business people, government officials, soldiers, police, judges, prosecutors, and others. The contribution of these educational institutions to people's lives, both in cities and especially people in rural areas, is enormous. This record of success has made the community so trusting in higher education institutions (Wicaksono & Friawan, 2011). They can pay anything to pay for their children to study in college. Finally, the university, for the community, is believed to have a role as a god of helping their children who wish to improve their quality of life, become officials, government employees, workers in banks, and so on. However, despite this success, some people are very disappointed by the failure of their children after studying in college for a long time. At first, he was so optimistic that his son would succeed (Nehru, 2016; Suantari et al., 2018). However, what was obtained was just the opposite. They have tried, worked hard, and even sold whatever they owned to meet the needs of their children for college. All paid will be returned when the child thrives and gets a job. However, what was envisioned so beautifully did not materialize. After finishing college and being declared a graduate, his son obtained the diploma; even though he had sent application letters everywhere, he had yet to get a job. As a result, he becomes unclear as an employee, not even an entrepreneur. Some people think that higher education does not make people prosperous but instead makes people unemployed (Saunders, 2010).

One of the significant issues that tertiary schools confront is the issue of relevance and quality, which has to be improved. Higher education is yet to become a critical component capable of creating graduates who are job creators and self-sufficient. Universities have yet to create graduates with the competencies/skills society requires. Our

university has accomplished much, but the echoes of this dilemma are more poignant than the list of accomplishments. As a result, we are constantly obliged to identify the source of the problem. Is the disjointed curriculum and material offered, unmeasured institutional accreditation, unaccredited teaching staff, or other issues at the base of the problem? At the very least, we see the numerous essentials (Markova et al., 2017). A similar idea was from Sinambela (2017), who said that Lecturer professionalism is closely related to the quality of higher education. The presence of professional lecturers will influence a good and correct teaching and learning process, thereby definitely and significantly affecting the quality of education which is reflected in the uptake of graduates in the world of business and industry. Their studies have been supported by many studies at home and abroad. Therefore, the higher the quality of education, the more able to solve various problems faced by society, nation, and state (Raharjo, 2012).

Universities are professional employees that are constantly researching this issue. Graduate quality must increase in order for tertiary institutions to compete. The quality of these graduates is also attributed to the teaching staff/educators' quality (lecturers). According to di Indonesia (2019) publication, human resource is critical in ensuring the quality of university graduates in the education industry. The difficulties in education are threefold: distribution of education, extending access to education and enhancing educational quality. Human resources (HR) are the most critical component of a country's competitiveness, followed by technical innovation. This influences the country's level of competitiveness in the education sector in Indonesia. In the absence of support from a high level of productivity and workforce quality, the problem of low human resource quality can have an impact on the development process. HR productivity is one indicator of HR quality, and it has been dropping over the previous four years. The extended economic crisis has resulted in a decrease in labor/HR productivity. A poll on the reading index, which has to be higher than other nations, supports the concept that the quality of human resources still needs to be competitive. The United States ranks 55th, Japan ranks 38th, Singapore ranks 41st, and Malaysia ranks 42n (Nag & Perfetti, 2014).

Reports from world institutions such as UNDP can be used to understand the quality of human resources in several countries. Human Development Index data or Indonesia's Human Development Index. The presence of Indonesian human resources is ranked 31st out of more than 50 countries in Asia (Ali, 2013). According to Chen et al. (2017), human quality parameters can be categorized into four categories: Human development scores show shallow values even in Asia, and the adult literacy rate, or ALR, represented literacy rates in Asia in 2019. A combined survey of enrollment ratios for elementary, middle, and tertiary schools shows that Indonesia still needs to work on its human resource management system from year to year as follows:

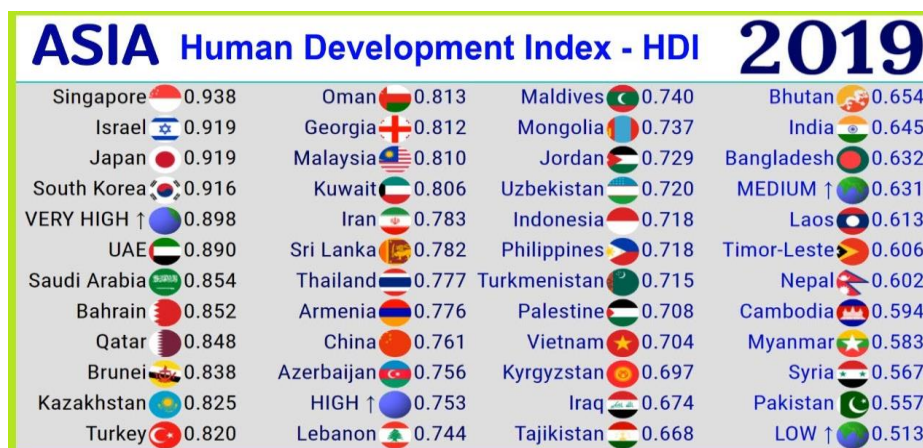


Figure 1. Human Development Index  
Sources: HDI – HDI, 2019

Lack of dedication from lecturers and education staff can have an impact on the absence of quality human resources in tertiary institutions, which is the fundamental key to the lack of competence of tertiary graduates (Armstrong & Taylor, 2023). According to the Research and Development Ministry of National Education, Indonesia has 240 thousand of lecturers, but only 15% are competent. Compared to the ASEAN average, more than 60% of lecturers hold Ph.D. degrees. Similarly, human resource difficulties are critical in boosting graduates' competitiveness in higher education courses. The key factors influencing university graduates' competitiveness are the quality of lecturers and the efficacy of academic staff (Ortony et al., 2022; Stephens et al., 2015). Hence, the better the quality of HRM in a

postsecondary institution, the higher the competitiveness in that tertiary institution, so quality human resources will produce graduates who are competitive in comparison to graduates from other tertiary institutions (Ha et al., 2020). Based on this context, this article will give different analyses and opinions on the need to enhance human resource quality to boost tertiary institutions' competitiveness in diverse developing nations. In particular, we will see how human resources for developing higher education and academic culture of achievement and continuous learning may improve education (Malik, 2018).

## 2 Materials and Methods

This paper discusses human resources for developing higher education and improving the academic culture for academic achievement and sustainability. Very little data explains how human resources are developed for academic achievement and culture in tertiary institutions but continue to be sustainable after graduation (Shen & Tian, 2012). For this reason, we discuss it in a descriptive qualitative design where the supporting data is the source of higher education human resources and academic achievement culture and continue further learning. The data we get from many sources, we then use a phenomenological approach which includes data coding techniques, evaluation of data, in-depth interpretation of data, and conclusions that we believe are valid in answering hypotheses and problems (Smith & Firth, 2011). We show this data in a publication released ten years ago, bearing in mind that the development of higher education institutions and the human resources system for strengthening them continues to develop. This study relied on secondary data, with the primary objective of discussing the development of higher education resources only to achieve limits and sustainable academic culture. We searched our data electronically using a keyword search system in the Google scholar application. We reviewed 50 communications that we used to support our findings. That includes the procedures for data search and analysis methods. We start with identifying problems and hypotheses, then search and analyze and end with final reporting under a descriptive qualitative design (Antwi & Hamza, 2015).

## 3 Results and Discussions

### *Understanding HR higher education*

Higher education human resources are lecturers, librarians, laboratory assistants, technicians, administrative staff, and support staff responsible for achieving the overall quality objectives of the higher education tri-dharma program (Hollis, 2021). So far, the obstacles faced by lecturers are to produce quality human resources (HR), including limited facilities and infrastructure. For example, the need for book facilities in libraries, laboratories, and so on. However, other factors also come from the lecturers themselves. All are related to the limitations of knowledge and time. Lecturers have a lot of "ambition" or even hold positions, so they are not good enough and lack discipline in teaching. Every policy should be made jointly between higher education and government regulation. From the perspective of students or prospective graduates, a culture of literacy is inevitably still not embedded in their daily interactions on campus, with curiosity and criticality that still need to be formed. If there are still many unemployed graduates, the problem may be traced to the closeness factor between the university and the industrial or business world, which seems to be not yet synergistic; in fact, cooperation has not been created at all to employ the graduates who have just graduated. Similarly, consider the issue of university competitiveness. Several solutions to the problem of graduate competitiveness are classified above into three categories (Andrades & Dimanche, 2017).

Human resource competencies are required to boost higher education institutions' competitiveness. Andrades & Dimanche (2019), said that the position of higher institutions and universities functions as a support for good morals in education. Universities in the ASEAN community take an active part in tackling global competition. "In the age of globalization, higher education is the primary means of boosting national competitiveness. As a result, substantial backing is required to increase the quality of human resources. Adopting reforms and modifications in tertiary institutions will yield many options in this scenario. This is required for higher education to play an active role in enhancing the nation's competitiveness. As a result, it is vital to boost excellent research findings; research and writing must continue to be fostered to balance the triaxial duties of higher education, which are presently turning into instructional activities (Schwab & Sala-i-Martin, 2016).

This suggests that ability governs performance and that opportunity and incentive exist. To fulfill the demands of the globalization era, HR effectiveness is inextricably related to the skills and dedication that HR must possess. HR

must possess several essential competencies, including education and commitment by fostering emotional closeness by aligning personal vision and mission with the organization's vision, the desire to be committed to implementing performance management, and the willingness to stay in the organization with a guaranteed sense of security. Good and effective leadership in carrying out tasks at all levels is the most critical element in boosting Higher Education's competitiveness. A fundamental principle is a strong personality, competitiveness, and high intellectual ability (Golovchenko et al., 2022).

#### *Academic achievement culture*

For students, campus life is full of academic and non-academic activities. The ideal values of academic culture require students to read, write, discuss, and be active in lectures and organizations (Tao & Hong, 2014). However, the facts are that not all students can live such an ideal academic life. Undoubtedly, academic activities remain the first choice for every student to achieve an ultimate goal in lectures: graduating with a bachelor. It is just that in the process, various methods are used by students. Some make the best use of their time with practical activities. Some prefer to focus on college.

Moreover, some still prioritize aspects of pleasure in the scientific world of campus life. The various characteristics of students who adorn the campus world, including those within the scope of the Department of History Education, are a concrete manifestation of how an academic culture is created in an educational environment. Being a student with which characteristics is just a choice (McNair et al., 2022). The schema is related in such a way as to form a cognitive structure that provides a framework for individual action in their daily life with other people. This habitus is embedded in the mind of the individual, which will determine how he acts, communicates, thinks, and so on. Explain that habitus appears in several forms, such as 1) Empirical tendencies to act, for example, choosing a lifestyle, 2) Motivation or preferences, tastes, and emotions, 3) behavior that becomes a personality, 4) World challenges, 5) practical social skills and abilities, 6) Aspirations related to life changes (Cao et al., 2022).

Habitus is formed through learning as part of the life process that a person goes through without realizing it. It enters the individual's mind subtly and naturally through play activities and social interaction. Contact and communication in social interaction can birth social habits (Ingram, 2011). Starting from these habits, which then become activities, routines, and become patterns of life, are then called habitus. Because during this process, there are life experiences that are recorded in memory, seen, felt, and lived by someone. In other words, habitus is a process of cultural unconsciousness, namely the influence of history that is unconsciously considered natural. This includes when it comes to academic habits such as reading, writing, discussing, organizing, and other habits that must exist during the educational process, starting at the most basic level up to the tertiary level as it is today. The habit of carrying out these activities is not only caused by internal factors from within the individual but also influenced by external factors outside the individual, manifested through relationships with the social environment. The relationship between internal and external factors is relational, interrelated, and influences one another (Aspelin, 2012).

Internal factors are internal dimensions in an individual's mind that influence him to take action. In an individual's internal position, habitus is assessed as a system whose pattern integrates all the experiences the individual has gone through. Habitus is a medium that bridges individuals and social reality in society. Thus, habitus serves as the basis for forming objective and structured social practices (Massé et al., 2010). This internal factor is closely related to dreams and hopes, so it grows within the individual as a strong motivation to do their best to achieve the expected achievements (Jones, 1999; Clyne, 1987). At the same time, external factors are dimensions outside individual autonomy whose existence can create a habit inherent in the individual's life. Habitus is not only based on individual factors because it cannot be denied that an individual who is free to act and do whatever he wants still has to see his social world, obey the rules of society, and that is where the individual influences and is influenced by the social conditions in which he lives. The manifestation of the influence of the external dimension that affects an individual can also be seen in the campus environment where the student lives his academic life (Williams et al., 2017).

#### *Higher education and specialists*

Becoming a specialist will certainly make it easier in the world of work later (Averina & Hlebova, 2022). Job vacancies offer specific positions, for example, full-stack engineer and back-end developer. Students who have mastered a field can meet expectations, even achieving more than recruiters expect. With specialization in the trade process, countries in the world will get good things in the form of; the factors of production of each country will be used more efficiently,

and each country can obtain more products than it produces in its own country. In economics, specialization is a division of labor in which people or businesses focus their productive efforts on one or a few activities (Soroka et al., 2019).

#### *Higher education as a career determiner*

One of the main goals of college is to broaden knowledge and insight. The thinking ability of a student will continue to be honed during the lecture period. Besides going through the lecture material obtained, students will also gain much insight from activities outside class hours (Nguyen et al., 2016). The following reason students should continue their education up to college is that it will open many career doors according to the specialization of the majors they are studying at college. This will also determine whether the career will be brilliant or even stay put—in place or even no development at all. Continuing the education up to university will open many career doors according to the sign while in college (Brdesee & Alsaggaf, 2021). Apart from that, job opportunities outside the major can also be taken into consideration because now there are so many companies that are opening vacancies for college graduates of all majors (Steinmann et al., 2006; Bulte et al., 2005).

Moreover, that will determine their future career. Indeed college can widen the chances of our future career success. Because with college, we will get more knowledge, experience, and relationships that can be our capital when we graduate from college later (Fink, 2013). Lectures are particularly essential nowadays since, in addition to giving skills, they allow us to communicate with other academics. We also gain numerous unique insights from friends and instructors while in college. College also instilled a feeling of responsibility and stringent time management (Van Dintner et al., 2011; Pucciarelli & Kaplan, 2016).

Nevertheless, going to college makes someone successful. The purpose of the first course is to add new insights and expand their knowledge. Lectures will add new insights for students with various materials and courses obtained during the lecture process. Even so, college is one of the essential things in college to add skills, knowledge, connections, and insights that can support a future career (Marshak et al., 2010).

#### *Higher Education as a future opportunity*

Moreover, help an individual achieve a better career. Furthermore, the younger generation will get many benefits by going to college. Why do students have to go to college? Of course, individuals will gain new knowledge they have not learned before at school. This knowledge will be the provision to work according to the prospects of the study program students choose. Any knowledge gained in college will also help them gain knowledge and new competencies. Education is essential for everyone who aims to educate and develop the potential within. By growing and developing, each individual can have creativity, broader knowledge, a good personality, and be a responsible person (Subotnik et al., 2011).

#### *Expanding Networking or Relationships*

Networking is relationships with individuals or groups that support careers, including during WFH and personal relationships. Some forms of networking are informal social networks, strong social networks, non-profit organizations, professional associations, and online/social media networks (Carpenter & Spottswood, 2013). Relationships are significant because they can be used for many things, from networking, tips, and important messages in running a business and new customer to funding. Expanding or expanding relationships can give us a considerable advantage. This can widen our thoughts because we must consider the possibility of exchanging ideas when building relationships. A relation is something that expresses a special relationship or relationship between two sets. The relationship is very closely related to functions, where both are important in various branches of mathematics. Of course, individuals will expand their network or relationships by continuing their education at university. Individuals can be friends with people who might become significant and the best in their respective fields (Heady, 2003; Lati et al., 2012).

#### *Higher education to continuously learning*

The reason why college is essential is to find new relationships and open a vast network of friends. Students will also study with people who share the same interests and talents as graduates. The purpose of the first course is to add new

insights and broaden their insights. Lectures will add new insights for students with various materials and courses obtained during the lecture process (Bendermacher et al., 2017). What individuals need to understand next about the benefits of college is that the job opportunities that a college graduate will get are better than those who do not have a degree. Better job opportunities allow individuals to earn better incomes and careers. By continuing their education to the undergraduate level, they will learn new skills, which will undoubtedly be helpful when graduates enter the world of work (Basham, 2012). The skills learned in undergraduate education differ significantly from those in high school. These skills can be used as added value when employers consider graduates. By continuing their education at university, they can continuously learn new knowledge that will be useful for them. So, it is true that they can continue to learn and learn by continuing their education at university (Bruce et al., 2010; Yin et al., 2021). Learning new things that satisfy them, especially lessons in the field they are currently studying. For example, when now or later they are majoring in elementary school teaching education, they will continue to learn about how to be a good and right teacher and have character in elementary schools. How to be a good classroom teacher, and so on. This article concludes that continuing education to tertiary education is essential, considering the reasons I have explained above. We see the many advantages we get if we continue our education up to college. Therefore, for those who need more enthusiasm to continue their education, let us be enthusiastic about continuing our education to the highest degree (Singh et al., 2020).

#### 4 Conclusion

This study discusses the development of higher education resources to improve achievement and a sustainable academic culture. By reviewing and analyzing several existing scientific pieces of evidence, we can conclude that the findings include, firstly, that higher education resources are a combination of various resolutions, such as lecturers, literature supporting learning, technical materials, and all academic activities. In achieving its goals, the university certainly empowers reliable human resources whose goal is to achieve educational goals. For the educational goals at the center to be well achieved, universities or tertiary programs certainly have a culture of high academic achievement to ensure that the university has a culture of achieving planned results. Furthermore, we also found that universities provide specialized human resources to determine the future careers of each alum with various opportunities in the future and strengthen relationships to achieve alum goals in developing careers after gaining knowledge at tertiary institutions. In the end, higher education should be continuous learning because reliable human resources are helpful throughout their lives in their work and social environment.

##### *Conflict of interest statement*

The authors declared that they have no competing interests.

##### *Statement of authorship*

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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