

# Human Resource Management Strategy in Higher Education for Functional Position Improvement

*Human Resource  
Management in  
Higher Education*

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## **ABSTRACT**

*The development and promotion of academic staff are critical for enhancing institutional quality, faculty productivity, and career advancement in higher education. However, faculty members often face challenges in research productivity, administrative procedures, and institutional support that can hinder their academic promotion. This study aimed at examine the strategies for managing human resources for lecturers in tertiary education institutions in order to enhance the advancement of functional positions for lecturers. The research used mixed-methods approach design, combining both numerical and descriptive methods. The sample of this study consists of 30 permanent lecturers who work in universities in Indonesia. Questionnaire and interview data were analyzed descriptively and thematically to examine lecturers' promotion challenges, human capital management strategies, and their impact on higher education quality. The research findings show that although lecturers understand the procedures for advancing functional positions, many still face barriers related to scientific publications and meeting credit points. Universities play a key role in providing the necessary support and facilitation to accelerate the advancement of functional positions. This research provides important perspectives on the significance of managing HR for lecturers in higher education to improve academic quality and foster lecturers' careers.*

**Keywords:** *Functional Position, Higher Education, Human Resource, Lecturers, Position Advancement.*

## **ABSTRAK**

*Pengembangan dan promosi staf akademik sangat penting untuk meningkatkan kualitas institusi, produktivitas fakultas, dan kemajuan karir di pendidikan tinggi. Namun, anggota fakultas sering menghadapi tantangan dalam produktivitas penelitian, prosedur administrasi, dan dukungan kelembagaan yang dapat menghambat promosi akademik mereka. Penelitian ini bertujuan untuk mengevaluasi pendekatan dalam pengelolaan sumber daya manusia pengajar di institusi pendidikan tinggi yang mendukung kemajuan kedudukan fungsional dalam dunia pendidikan tingkat lanjut. Penelitian ini menggunakan metode mixed-method. Sampel penelitian ini terdiri dari 30 dosen tetap yang bekerja di perguruan tinggi di Indonesia. Data kuesioner dan wawancara dianalisis secara deskriptif dan tematik untuk mengkaji tantangan promosi dosen, strategi pengelolaan sumber daya manusia, dan dampaknya terhadap kualitas pendidikan tinggi. Temuan penelitian menunjukkan bahwa meskipun dosen memahami prosedur kenaikan*

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*jabatan fungsional, banyak yang masih menghadapi kendala terkait publikasi ilmiah dan pemenuhan angka kredit. Universitas berperan dalam menyediakan dukungan untuk mempercepat proses kenaikan jabatan fungsional. Penelitian ini memberikan wawasan mengenai pentingnya pengelolaan sumber daya manusia dosen dalam pendidikan tinggi untuk meningkatkan kualitas akademik dan mendorong karier dosen.*

**Kata kunci:** *Jabatan Fungsional, Pendidikan Tinggi, Sumber Daya Manusia, Dosen, Kenaikan Jabatan.*

## INTRODUCTION

The development of academic staff in postsecondary educational institutions is crucial for enhancing the quality of the institution and academic productivity, as well as promoting the career advancement of faculty members (Abramo et al., 2014; de Mendonça & Gómez-Galán, 2018). Academic positions such as Assistant Expert, Lecturer, Senior Lecturer, and Professor are not only reflective of academic capabilities but also represent recognition for contributions to the execution of the core functions of tertiary education, including teaching, research, and community outreach (Abramo et al., 2011; Honggowibowo et al., 2020).

Strategic personnel management has an essential function in the academic development and career mobility of faculty members within higher education institutions (Asiyai & Okoro, 2019; Dehtjare & Uzule, 2023). Strategic Human Resources Management (SHRM) aligns human resource practices with organizational goals, thus promoting the enhancement of competencies and institutional excellence (Lado & Wilson, 1994; Becker & Huselid, 2006). In the domain of tertiary education, Strategic management of Human Resources (HR) encounters various challenges, such as workforce diversity, stakeholder demands, and adaptation to technological advancements (Gordon & Whitchurch, 2007; Urban et al., 2024). Sustainable SHRM practices have been shown to positively impact the self-efficacy and professional identity of faculty members (Gordon & Whitchurch, 2007; Mishra, 2023).

Faculty performance and career development are influenced by various factors, including technical competencies, institutional support, and organizational culture (Allui & Sahni, 2016; Gander et al., 2019). Spiritual leadership, organizational culture, and self-confidence are also important factors influencing faculty effectiveness in Indonesia (Muhamad, 2023; Zongyu & Chienwattanasook, 2024). The importance of aligning institutional support with the individual's career self-management behaviors to achieve long-term academic success (Gordon & Whitchurch, 2007; Urban et al., 2024). However, in practice, faculty members face challenges in their efforts to advance their academic positions, particularly in terms of research productivity and scholarly publications. These challenges include limited writing abilities, time constraints, and financial resources (Prasetyo et al., 2022; Zhang et al., 2022; Isnainy et al., 2023; Aziz et al., 2024;). To address these challenges, many higher education institutions have begun to implement performance tracking systems and targeted development programs to improve faculty research outputs and publications (Jensen et al., 2009; Corbo et al., 2016; Gander et al., 2019; Hanief et al., 2021). The COVID-19 pandemic has further triggered the need to reform faculty development strategies through the utilization of technology and online learning (Schuler & Jackson, 1987; Widana et al., 2025).

The promotion of academic positions in Indonesia is based on credit points earned from the execution of the Three Pillars of Higher Education (Corbo et al., 2016; Mujiburrahman et al., 2022; Nazaruddin et al., 2024). These credit points serve as the primary indicator for determining eligibility for academic promotions. Several key regulations that govern this process include Law Number 14 of 2005 According to the Law on Teachers and Lecturers Government Regulation Number 37 of 2009 on Lecturers, Ministerial Regulation Number 17 of 2013 on the Empowerment of State Apparatus and Bureaucratic Reform, and Ministerial Regulation on Learning, cultural

affairs, scientific research, and technological development Number 44 of 2024 (Republic Indonesia, 2009; Mulyani, 2017).

The challenges in academic promotion can be divided into two main types: both internal and external elements. Internal elements consist of a lack of understanding of the procedures and regulations, suboptimal time management, and barriers in writing and publishing scholarly work. Meanwhile, external factors involve the complexity of administrative information systems, insufficient institutional guidance, and minimal administrative support (Abramo et al., 2015; Corbo et al., 2016; Gevertz et al., 2017; Zhang et al., 2022; Aziz et al., 2024). Another relevant challenge today is the gender disparity in academic leadership and the underdevelopment of sustainable development principles in human resource policies (Gordon & Whitchurch, 2007; Pandit & Paul, 2023; Ramachandaran, 2024).

Despite existing studies on faculty development and promotion, limited research has examined how lecturers' understanding of promotion procedures, combined with human capital management strategies and institutional support, affects successful functional promotion in Indonesian higher education. This study aims to examine the strategies for managing human resources for lecturers in tertiary education institutions in order to enhance the advancement of functional positions for lecturers. This research shows how far faculty members understand the mechanisms for academic promotion members understand the mechanisms for academic promotion, while also identifying strategies for managing human resources effectively to encourage successful promotion. The study examines the role of higher education institutions in providing administrative support, technical training, and the application of technology to expedite the process of faculty promotion in a sustainable manner.

## **LITERATURE REVIEW**

### **Strategic Human Resource in Higher Education**

Strategic Human Resource Management (SHRM) is commonly defined as the proactive management of human resources aligned with an institution's long-term objectives, integrating HR policies and practices into the organization's strategic plan to gain sustainable competitive advantage (Wright & McMahan, 2011; Boxall & Purcell, 2016). Unlike traditional HRM, which focuses on administrative functions, SHRM emphasizes the strategic coordination of recruitment, training, performance management, and reward systems to support institutional priorities directly (Jackson et al., 2014; Delery & Roumpi, 2017). The role of SHRM in aligning HR practices with institutional goals lies in translating these goals into coherent talent strategies, ensuring that workforce capabilities, motivation, and commitment reinforce the organization's mission and competitive positioning (Paauwe & Farndale, 2017). Empirical studies highlight that institutions practicing SHRM are better able to adapt to environmental changes, foster innovation, and enhance organizational performance by maintaining a consistent HR-organization strategy fit (Katou et al., 2021). This alignment also facilitates cultural coherence, improves employee engagement, and ensures resources are optimally allocated toward high-impact initiatives.

Building on this foundation, the impact of SHRM in academic institutions extends to enhancing faculty competencies, strengthening self-efficacy, and reinforcing professional identity, as strategically aligned HR practices such as targeted professional development, performance feedback, and recognition systems enable educators to excel in teaching, research, and service roles (Darwish et al., 2016). By aligning faculty development initiatives with institutional goals, SHRM fosters a culture of continuous learning and adaptability, which not only boosts individual confidence in achieving professional tasks but also deepens commitment to the institution's mission (Noe et al., 2014). However, effective implementation of SHRM in higher education faces significant challenges, including managing workforce diversity with equitable policies, adapting HR systems to rapid technological changes in teaching and research, and balancing the often-competing demands of internal and external stakeholders such as students, accreditation bodies, and

funding agencies (Teo et al., 2017). These complexities require that SHRM approaches remain flexible and context-sensitive, ensuring that strategic alignment is maintained while accommodating the dynamic realities of academic environments (Baran et al., 2019).

### **Academic Staff Development in Higher Education**

Faculty development is widely recognized as a critical driver of institutional quality and academic productivity, as it equips educators with the pedagogical skills, research competencies, and professional adaptability necessary to excel in evolving academic environments (Steinert et al., 2016). Effective faculty development programs encompass workshops, mentorship, collaborative research initiatives, and leadership training, not only enhancing teaching effectiveness and research output but also fostering innovation in curriculum design and instructional delivery (Devlin & Samarawickrema, 2010). Institutions that strategically invest in faculty development see measurable improvements in student learning outcomes, research impact, and institutional reputation, thereby reinforcing accreditation standing and competitive positioning (O'Meara et al., 2014). Moreover, faculty development contributes to academic productivity by promoting interdisciplinary collaboration, improving grant acquisition rates, and encouraging scholarly dissemination. Beyond tangible outputs, such initiatives strengthen faculty engagement, job satisfaction, and commitment, which are essential for sustaining high performance and institutional resilience in the face of technological, demographic, and policy changes (Gillespie et al., 2010).

Recent literature emphasizes that academic career advancement spanning roles from entry-level positions such as Assistant Lecturer or Assistant Expert to Senior Lecturer and Professor remains a structured yet increasingly multidimensional process, reflecting shifts in higher education priorities. Promotion frameworks now place greater emphasis on holistic performance metrics, integrating research productivity, teaching innovation, and engagement in community and industry partnerships (Carayannis, 2014). The recognition of academic contributions has expanded beyond traditional publication counts to include demonstrated impact on student learning, contributions to equity and inclusion, and measurable societal benefits. Awards, fellowships, and institutional honors increasingly acknowledge excellence in diverse domains, whether through groundbreaking research, pedagogical leadership, or transformative service initiatives reflecting a broader interpretation of academic merit that supports institutional missions of societal relevance and global competitiveness. This evolution aligns with global trends in higher education that call for adaptable promotion criteria capable of recognizing varied forms of scholarly impact in complex and rapidly changing academic landscapes (Spalanzani & Zouaghi, 2025).

### **RESEARCH METHODS**

This research uses a mixed-methods approach design, combining both numerical and descriptive methods (Creswell & Creswell, 2017). The numerical approach was conducted via a survey utilizing a questionnaire with a Likert scale. As discussed by Noe et al. (2006), effective HR management and performance assessment are crucial for understanding the dynamics of lecturer performance in relation to career advancement. Prasetyo et al. (2022) highlight the significance of professionalism and continuous development in the realm of tertiary education, which aligns with the study's focus on evaluating lecturers' capabilities to meet functional promotion requirements.

The sample of this study consists of 30 permanent lecturers who work in universities in Indonesia. Respondents were selected purposively based on the criteria of their experience and position in higher education, with the aim of obtaining a representative view of the process of promotion to functional positions (Creswell & Creswell, 2017). The instrument used in this study is a survey that includes 10 closed-ended questions. For quantitative analysis, the data gathered from the questionnaire were examined using descriptive statistical methods to describe the general understanding of lecturers about the

procedure for functional promotion and the factors that affect their promotion. As for the qualitative analysis, the interview data were analyzed using a thematic approach to determine the main patterns that developed related to the strategy of managing the human capital of lecturers and the difficulties encountered by lecturers in the promotion process to functional positions. The results of these two analyses provide a more comprehensive picture regarding the connection between lecturer management of human capital, promotion of functional positions, and the quality of tertiary education

## **RESULTS**

The management of lecturer human resources in universities involves strategic steps such as planning and recruitment, placement, coaching, performance assessment, regulatory compliance, and competency development. Strategic planning should anticipate future needs for functional positions, while selective, transparent recruitment ensures qualified lecturers aligned with institutional standards. Proper placement based on expertise, continuous coaching through training and mentoring, and objective performance assessment focused on credit score achievements in teaching, research, and community service are essential. Compliance with promotion regulations and targeted competency development programs, including training, certification, and further study, plays a vital role in enhancing lecturer quality and supporting advancement to higher functional positions.

To illustrate effective lecturer human resource management in higher education, key strategies include promoting functional positions, developing comprehensive HR systems, and enhancing lecturer competencies. Promotion requires meeting specific criteria, such as academic qualifications, teaching experience, and scholarly publications. Credit scores from teaching, research, and community service determine eligibility. Recruitment of foreign lecturers may also influence promotion strategies and workforce diversity (Hoque et al., 2010). Comprehensive HR systems like SISTER enable real-time credit score tracking, career planning, and strategic placement (Sanusi et al., 2019). Competency development through programs such as PEKERTI certification (Suhaemi & Aedi, 2015), seminars, and conferences can improve teaching, research impact, and publication quality. Strengthening lecturer capabilities supports both career advancement and graduate quality in the era of Society 5.0 (Lengkong et al., 2023).

Effective lecturer human resource management is key to fostering career development, with functional position promotion serving as both recognition of performance and a driver of career and welfare. Transformational leadership and university support are essential, involving strategies to help lecturers meet the administrative and academic requirements for promotion (Setiawati et al., 2022).

**Table 1.** Distribution of Research Findings on the Management of Lecturer Functional Positions

| <b>Findings</b>                                       | <b>Percentage</b> |
|---|-------------------|
| Respondents who understand the promotion procedure    | 67%               |
| Respondents who have never received training          | 61%               |
| Respondents who do not yet have a publication support | 59%               |
| Respondents who agree that mentoring is needed        | 98%               |

Based on Table 1, data showed that 67% of respondents stated that they understood the procedure for functional promotion in general. However, 61% admitted that they had never received training on the management of functional positions. In addition, 59% of respondents stated that they do not yet have a publication that can support the improvement of credit scores, and 98% agree that assistance from institutions is needed to accelerate the process of promotion to functional positions. Research shows that while many lecturers understand functional promotion procedures, gaps remain in training, mentoring, and resources. Universities must enhance administrative support and optimize bodies like the Credit Score Assessment Team (PAK) to help overcome time, information, and documentation challenges.

Based on research findings and experience from universities that have successfully implemented an effective HR management system, some strategies have proven effective in supporting the promotion of lecturer functional positions. Periodic technical training and targeted assistance play a crucial role in helping lecturers meet the requirements for functional promotion. Conducted every semester, such training improves lecturers' understanding of promotion procedures and credit score management, as emphasized by Mursidah et al. (2022), who highlight its importance in enhancing professional competencies and preparing lecturers for career advancement. Leadership management, as noted by Khairiah and Sirajuddin (2019), is equally vital in guiding lecturers through mentoring and strategic support during the promotion process. Universities that consistently provide this training, covering topics such as credit score management, scholarly publication writing, and administrative procedures, report higher success rates in functional promotions.

The utilization of technology further strengthens functional position management. Platforms such as SISTER, SINTA, Google Scholar, Scopus, and Garuda allow lecturers to track publications and monitor credit scores efficiently (Purwanto et al., 2023). Survey results reveal that 98% of respondents believe integrated information systems significantly accelerate the promotion process.

Another key element is strengthening the role of the Credit Score Assessment Team (*Penilaian Angka Kredit/PAK*) and independent quality assurance units. These teams not only evaluate and verify lecturers' achievements but also act as advisors, helping them navigate requirements and avoid procedural pitfalls. Institutions with active and supportive PAK teams have demonstrated faster and more successful promotion processes. Finally, regular performance monitoring, aligned with individual career development plans, ensures that lecturers remain on track toward their promotion targets. Recognition in the form of awards for those who achieve promotion requirements serves as an additional motivator, reinforcing commitment to academic growth and excellence.

To achieve a promotion to a functional position, lecturers must meet the requirements for a predetermined credit score, which varies depending on the level of the position. The explanation on Table 2 outlines the levels of a lecturer's functional position and the credit number needed to achieve it:

**Table 2.** Lecturer Functional Position Level and Credit Score

| <b>Position Level</b> | <b>Minimum Credit Score</b> | <b>Qualification</b>                                 |
|-----------------------|-----------------------------|--|
| Expert Assistant      | 150 points                  | New lecturer with a Master/Doctoral degree           |
| Lecturer              | 200-300 points              | Have a Master's degree and teaching experience       |
| Head Lector           | 400-700 points              | Extensive teaching and research experience           |
| Professor/Professor   | 850-1050 points             | Have a very large and quality scientific publication |

The promotion of lecturers to higher functional positions in universities is closely tied to fulfilling government-mandated requirements. Central to this process is the accumulation of credit scores derived from activities aligned with the *Tri Dharma Perguruan Tinggi* teaching, research, and community engagement. Each activity carries a predetermined credit value, and the total accumulated points determine eligibility for promotion. Credit scores can be earned through a range of contributions, including delivering lectures, producing research outputs, and providing services to the community.

The functional promotion process itself involves several structured stages undertaken by both lecturers and the university. First, lecturers must achieve their Employee Performance Targets (*Sasaran Kinerja Pegawai/SKP*), a key performance indicator that measures their success in fulfilling core duties and responsibilities. The SKP is tailored to the lecturer's current functional rank and outlines the expected accomplishments within a specific period. Next, lecturers prepare the Credit Score Determination Proposal List (*Daftar Usulan Penetapan Angka Kredit/DUPAK*), a formal proposal listing completed activities and the corresponding credit points earned. This proposal is submitted to the department head for preliminary review. Finally, the department head evaluates the

submitted DUPAK against established criteria to determine the lecturer's credit score. If the score meets the threshold for the targeted position, the lecturer's promotion is formally proposed.

Ministerial Regulation Number 53 of 2023 on Education, Culture, Research, and Technology specifies that the core competencies of study program graduates must be compiled from the organization of similar academic programs with related parties (Karla, 2023). If the study program association has not been formed, then the main competencies of study program graduates are compiled by the university itself. In this context, this policy has a direct effect on the management and enhancement of lecturer resources, especially in relation to the promotion of lecturer functional positions.

Ministerial Regulation Number 53 of 2023 on Education and Culture presents both procedural and structural challenges for lecturer functional promotions. Key issues include strict scientific publication requirements, especially for Head Lecturer promotions that demand high-quality outputs in accredited journals, which many lecturers struggle to meet due to limited resources, training, and institutional support. Uncertainty over whether thesis- or dissertation-based works qualify for credit scores adds further confusion. The credit score system itself is seen as complex and non-transparent, with poor dissemination of rules, leaving lecturers unsure how to optimize their scores. Ambiguous regulations, limited access to updated information, and unclear recognition of certain scientific works hinder promotion efforts. These barriers have contributed to a shortage of senior academic staff, while concerns over reduced university autonomy suggest a need for greater flexibility to design programs that better support lecturer development and promotion.

Ministerial Regulation Number 53 of 2023 on Learning, Culture, Scientific Research, and Technology, while not directly regulating lecturer promotions, significantly impacts them by raising higher education quality standards. The regulation's emphasis on quality assurance in curriculum, teaching, assessment, and resources strengthens lecturer performance in teaching, research, and community service, key criteria for promotion. Strong alignment with these standards enhances career prospects, as performance quality now weighs as heavily as credit scores. Transitional provisions require adaptation to new promotion mechanisms, making up-to-date policy knowledge essential. Ultimately, sustained professional development and active academic engagement are crucial for advancement.

Since the issuance of Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform (*Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi/PERMENPANRB*) 1/2023, there have been several adjustments in the rules that affect the career path of lecturers. Based on the regulations of the Lecturer Career Policy (Lecturer Functional Position), the rules remain in accordance with the 2019 Operational Guidelines for Evaluating Credit Scores for Academic Positions and Lecturer Ranks and other rules. For the JF level, the rules do not change because the rules above them do not change. For example, if a lecturer starts his career as a Civil Servant Candidate (*Calon Pegawai Negeri Sipil/CPNS*) at the age of 28 and follows the standard educational provisions (bachelor, master, doctoral), with excellent performance, he can reach a professor around the age of 46. This illustrates that with good career management, higher position achievements can be achieved in a relatively optimal time.

## **DISCUSSION**

### **Challenges and Institutional Barriers in Lecturer Functional Promotion**

The findings reveal that while a majority of lecturers understand the procedures for functional promotion, this knowledge alone is insufficient to ensure career advancement without robust institutional support. The high percentage of lecturers lacking training and publications underscores significant gaps in competency development and research facilitation. This situation suggests that universities need to move beyond procedural dissemination toward providing targeted, hands-on assistance such as mentoring, research guidance, and administrative coaching (Toni et al., 2025). Moreover, although

digital platforms like SISTER and SINTA can streamline monitoring and documentation, their effectiveness depends on adequate training and user competence, highlighting the critical role of capacity-building initiatives in bridging the gap between awareness and actual promotion achievement (Wulandari, 2025).

The challenges in achieving lecturer functional promotions can be categorized into internal and external factors that collectively hinder career progression. Internally, many lecturers still struggle with a lack of in-depth understanding of specific promotion requirements, poor time and workload management due to additional tasks, limited academic writing and publication skills, and incomplete certification processes. Externally, the complexity of credit score recognition systems, technical issues within academic information platforms, and insufficient administrative support further complicate the promotion process. These combined barriers not only slow down lecturers' readiness for higher functional positions but also create a gap between policy expectations and practical implementation in universities. Therefore, it is necessary to have good human resource leadership management to increase career growth (Khairiah & Sirajuddin, 2019).

### **Strategic Human Resource Management for Career Advancement**

The administration of human resources for faculty members in tertiary education is a crucial aspect in advancing the development of the tertiary education system in Indonesia. The success of universities in improving academic quality is greatly influenced by the performance of lecturers who have functional positions that are in accordance with their academic level. Human resource management practices, particularly those involving performance assessments, training, and development, are essential for achieving functional position advancement (Schuler & Jackson, 1987). Hybrid learning management is also an essential approach to enhancing the drive and effectiveness of lecturers in higher education (Hasanah, 2022). Damayanti et al. (2023) emphasize that effective management of HR is key to overcoming barriers faced by lecturers in advancing their functional positions, such as a lack of training and mentorship. Similarly, Warner & Crosthwaite (1995) highlight the significance of strategic HR management for enhancing the overall educational performance of institutions, which in turn boosts the academic achievements of lecturers. These HR strategies can support lecturers by providing the necessary administrative support and professional development to foster career advancement.

The findings carry important implications for both theory and practice. Theoretically, this study reinforces the relevance of Human Resource Management (HRM) theories in the higher education context, particularly those emphasizing the integration of strategic planning, competency development, and performance evaluation as drivers of career advancement. It also adds nuance to career progression models by demonstrating that procedural knowledge alone is insufficient without supportive institutional mechanisms, aligning with the contingency perspective that outcomes depend on organizational context and resources. Practically, the results highlight the urgent need for universities to adopt a more comprehensive approach to lecturer career development by combining procedural guidance with hands-on support, targeted training, and digital literacy programs. Strengthening leadership involvement, optimizing the role of the Credit Score Assessment Team (PAK), and expanding access to publication opportunities are critical measures to bridge gaps between policy requirements and lecturers' actual readiness for promotion. This integration of theory-driven insights into practical strategies can accelerate functional promotions and enhance the overall quality of higher education.

### **CONCLUSION**

Personnel management of lecturers in universities has a fundamental impact in supporting the promotion of functional positions and the progress of higher education as a whole. This research shows that although many lecturers understand the basic procedures for functional promotion, there are still shortcomings in terms of mentoring,

training, and access to relevant information. Internal factors, such as a lack of understanding of rules and time constraints, as well as external factors, such as difficulties in accessing administrative information systems, are the main obstacles that need to be overcome. For this reason, efficient personnel management, including the role of universities in providing administrative support, technical training, and the application of information technology, is very important in accelerating the process of increasing lecturer functional positions. The findings of this study also show that integrated mentoring and a comprehensive personnel management system have been demonstrated to be effective in supporting the promotion of lecturer functional positions. In addition, the importance of lecturer certification and the quality of scientific publications are also crucial factors that affect the process of promotion to functional positions.

Further research can deepen the analysis of the relationship between the quality of education produced by lecturers and the achievement of their functional positions. Given the important role of scientific publications, further research also needs to dig deeper into the challenges that lecturers face in writing and publishing scientific papers, as well as strategies that can be applied to enhance the standard and quantity of publications. It is also important to explore other factors that may affect lecturers' performance in implementing the three core principles of higher education, along with how institutions can provide more holistic support in supporting lecturers to achieve higher functional positions.

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