



Human Resource Development Strategies for Achieving Good University Governance: A Literature Review

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Abstract. This study intends to perform a comprehensive literature review examining how various HRD strategies affect GUG accomplishment. It delineates critical domains where HRD techniques can profoundly influence governance in higher education institutions, encompassing leadership development, faculty global exposure, and the alignment of HRD research with practical governance requirements. Leadership development empowers academic leaders with the skills to address governance difficulties, whereas international experiences offer faculty insights into creative governance frameworks. Moreover, connecting HRD research with practice improves the efficacy of governance reforms. The document emphasizes the essential function of HRD in enhancing governance and advocates for additional research on tailoring HRD techniques to the changing requirements of universities.

Keywords: Human Resource Development, Good University Governance, Higher Education Governance.

1 Introduction

In addition to offering top-notch instruction and research, universities are being held to higher standards of accountability, transparency, and adherence to good governance. The concept of Good University Governance (GUG) has gained prominence as a crucial framework for guaranteeing efficient administration, accountability, involvement, openness, and conformity to moral principles in university operations [1]. The necessity for governance systems that can handle these changing issues becomes critical as higher education institutions get more sophisticated and play bigger roles in society. Strategic development of human resources (HR) is essential to achieving GUG. In order to provide academic and administrative personnel with the abilities, know-how, and capacities required to promote an ethical, efficient, and accountable culture in higher education, human resource development (HRD) is essential [2].

While numerous academics have examined different aspects of HRD within the framework of general organizational governance, little is known about the connection between HRD initiatives and GUG. Through a synthesis of previous research on the contribution of human resource development (HRD) to GUG promotion, this review of the literature aims to close this gap. The review's specific objective is to examine and assess the ways in which HRD methods support the achievement of GUG. This study seeks to shed light on the crucial relationship between HRD and governance in

order to help policymakers and university administrators create more effective HR frameworks that adhere to good governance standards.

The notion of Good University Governance comprises the implementation of governance frameworks and procedures intended to guarantee responsibility, openness, involvement, and fairness in the process of making decisions [3]. In addition to an institution's reputation, student satisfaction, and capacity to draw in financing and collaborations, good university governance affects these factors as well as internal efficiency and effectiveness. Universities must put in place governance procedures that encourage confidence and support from external (government, business, and community) as well as internal (faculty, staff, and students) stakeholders. Achieving Good University Governance is not without its difficulties, though. Universities frequently work in dynamic, complicated situations with conflicting stakeholder interests. This calls for a flexible, inclusive governance architecture that can guarantee institutional sustainability over the long run in addition to operational success in the short term [4]. The strategic development of the institution's human resources is one of the most crucial elements in guaranteeing such governance.

The strategic role of human resource development is acknowledged in organizations that prioritize targeted development programs and productivity enhancement. In higher education, human resource development (HRD) encompasses more than just skill development for academic and administrative staff; it also entails building capacities that match institutional objectives with human resource needs [5]. Though HRD's significance for organizational performance has been acknowledged in the literature, little of it focuses on the connection between HRD methods and good university governance. The majority of research on university governance frequently concentrates on structural and regulatory changes, ignoring the critical role that human capital plays in achieving governance objectives [4]. In order to close this gap, this research does an extensive literature analysis that investigates the ways in which different HRD techniques affect GUG accomplishment.

2 Research Method

In order to investigate how Human Resource Development (HRD) initiatives contribute to Good University Governance (GUG), this research employs a literature review methodology. A literature review's objective is to present a comprehensive synthesis of the body of knowledge already known about a subject by evaluating and interpreting earlier studies. This method makes it possible to investigate different theoretical and empirical viewpoints on HRD techniques while emphasizing major themes, patterns, and gaps in the research. Because of the greater flexibility in this literature review, a variety of research that offer insightful information about the connection between HRD and GUG can be included.

2.1 Selection Criteria for Literature

Several criteria were applied to the literature selection process in order to guarantee the review's comprehensiveness and relevance. The selection of sources was based on

three criteria: (a) Credibility, with a preference for peer-reviewed journal articles; (b) Relevance to the topic of HRD and GUG, specifically in the context of higher education; and (c) Timeliness, with a focus on literature published within the last ten years, though some foundational works from earlier periods were included for theoretical grounding. The literature search encompassed both conceptual and empirical investigations, offering a well-rounded viewpoint that integrates case studies, theoretical frameworks, and empirical study findings.

2.2 Sources of Data

Numerous scholarly resources, such as Google Scholar is consulted in this review. Due to their substantial collections of scholarly papers on governance, HRM, and education, these databases were chosen.

2.3 Review Procedure

There were multiple crucial steps in the literature review. (1) Full-text review: After identifying relevant articles, full-text reviews were carried out to extract pertinent information about HRD strategies and GUG; (2) Initial screening: articles and sources were first reviewed based on their titles and abstracts to determine their relevance to the topic; (3) Thematic analysis: the reviewed literature was categorized into several key themes, including leadership development, talent management, employee engagement, and continuous professional development. Every issue was examined in terms of how it helps higher education institutions achieve GUG; and (4) Synthesis of findings: The last stage of the evaluation process was combining the results from the various topics to detect similarities and variations in the methodologies applied by the individual studies.

3 Result and Discussion

The results of the search terms and keywords based on "Human Resource Development" AND "Good University Governance" found three relevant papers: [6], [7], and [8]. The results of the search terms and keywords based on "HRD strategies" AND "university governance" also found three relevant papers: [9], [10], and [11].

3.1 Human Resource Development as a Catalyst for Efficient University Administration

Information technology optimization for academic services, the importance of information technology (IT) in improving academic service governance is emphasized by [6]. Their study, carried out at Gorontalo State University, shows how accountability, efficiency, and transparency in academic services have all directly increased as a result of IT system optimization. The institution was able to achieve GUG by streamlining administrative tasks and fostering a transparent culture through the adoption of more integrated IT solutions. From an HRD standpoint, administrative and academic staff members must constantly upgrade their skills in order to integrate IT into governance procedures. To make sure that workers can use these technologies

to enhance service delivery, HRD programs that prioritize IT competency development are essential. This is consistent with the overarching objective of matching institutional goals with human resources, since more tech-savvy employees lead to improved governance frameworks. Thus, the incorporation of IT into academic services can be viewed as an undertaking pertaining to both technology and human resource development, thereby underscoring the significance of ongoing education and training.

Managing risks in governance procedures, the significance of risk management in guaranteeing the efficacy of GUG is examined by [7]. They contend that a well-organized risk management system is a critical component of effective governance in higher education. The study examines several audit procedures and performance models, emphasizing the benefits of proactive risk management in averting governance blunders and boosting institutional responsibility. At this regard, HRD is essential to establishing a risk management culture at academic institutions. The cultivation of an organizational environment in which staff members are capable of managing risks associated to governance requires training programs and professional development activities that concentrate on risk identification, assessment, and mitigation. These HRD tactics aid in developing a staff that is knowledgeable about governance procedures and conscious of the dangers that could jeopardize institutional integrity. Universities can also make sure that decision-makers have the abilities to handle challenging governance issues by funding leadership development programs that prioritize risk management and governance.

Internal control systems' function in sound university governance, the significance of the Internal Control Unit, also known as Internal Control Unit or SPI, in attaining GUG is emphasized by [8]. The study focuses on how SPI serves as an oversight mechanism to guarantee adherence to governance practices and regulations, which in turn fosters accountability and transparency. SPI is essential for reducing governance risks and guaranteeing that colleges follow legal and moral requirements. HRD initiatives that emphasize improving SPI employees' proficiency in internal audit and control are essential to the efficient operation of these departments. To guarantee that SPI employees can carry out their responsibilities in upholding governance quality, they must get ongoing training in subjects including financial monitoring, compliance audits, and ethical governance. Additionally, by making sure that every employee is aware of the significance of internal control in assisting GUG, cross-functional training that promotes collaboration between the SPI and other departments can improve overall institutional governance.

3.2 Harmonizing Human Resource Development with Effective University Governance

Study of [9] provide a critical analysis of academic leadership, emphasizing its dynamic function in relation to the shifting requirements of higher education institutions. They contend that leadership in academia extends beyond administrative duties to include strategic decision-making, shaping academic culture, and promoting innovation. With universities encountering heightened demands for transparency, accountability, and governance quality, the necessity for leaders equipped with both academic and administrative skills is becoming urgent. From a Human Resource

Development perspective, leadership development programs are essential in equipping academic leaders to address these difficulties. HRD efforts designed to cultivate leadership competencies not only facilitate individual development but also improve organizational governance by ensuring leaders with the requisite skills and knowledge to implement institutional reform. Study of [9] emphasize the necessity of ongoing professional development for leaders, as academic institutions must be adaptable and sensitive to the changing dynamics of governance in higher education.

Study of [10] offer a significant analysis of how study abroad experiences influence the professional growth of professors at Cambodian universities, highlighting the implications for university governance. They assert that faculty members participating in overseas academic programs frequently return with improved insights on governance, encompassing novel strategies for institutional administration, pedagogical techniques, and research partnerships. This global exposure is essential for cultivating a governing culture that embraces innovation and adheres to international best practices. Human Resource Development methods that facilitate faculty movement and international exposure are essential for enhancing governance in higher education. Study of [10] contend that the transnational exchange of ideas and practices enhances governance structures by enabling faculty familiar with diverse educational systems to provide thoughts on how their home institutions may implement or modify analogous practices.

Study of [11] investigate the establishment of "new commons" in HRD research and practice, highlighting the necessity for enhanced links between theoretical understanding and practical implementation. They contend that although HRD research offers valuable concepts and methodologies for enhancing organizational performance, a mismatch frequently exists between theoretical recommendations and practical implementation. This disparity can impede the efficacy of HRD initiatives in promoting good governance. Within the framework of GUG, this "new commons" paradigm indicates that HRD research ought to be intricately connected to the practicalities of university governance. By promoting collaboration between HRD practitioners and academic leaders, institutions may ensure that their HRD policies are based on both research and practical applicability. Study of [11] emphasize the significance of including all stakeholders in HRD processes, as this inclusivity guarantees that governance enhancements are informed by the varied requirements and viewpoints inside the institution.

4 Conclusion

This research analyzes the function of Human Resource Development (HRD) in attaining Good University Governance (GUG) via a literature review. Critical domains where Human Resource Development can profoundly influence governance including leadership cultivation, international exposure for academics, and the alignment of research with practical application. Leadership development is essential for providing academic leaders with the requisite skills to navigate contemporary governance difficulties. International faculty experiences provide significant ideas for creative governance strategies. Ultimately, reconciling HRD research with practice

guarantees that methods are both theoretically robust and practically pertinent to the requirements of higher education governance.

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