

Integrating Policy Implementation and Governance in Lecturer Human Resource Development: Evidence from a Private University

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ABSTRACT

This study examines the implementation of human resource (HR) development policies and governance frameworks for lecturers at the Palembang College of Psychology (STIPSI) through the lens of Government Science. Lecturer HR development is a key aspect of public policy in higher education, with its effectiveness shaped by both implementation and the quality of institutional governance. The research employs a qualitative, descriptive-analytical approach, utilizing in-depth interviews, systematic observations, and document analysis. Policy implementation is assessed using George C. Edward III's framework—communication, resources, disposition, and bureaucratic structure—while governance is evaluated based on good governance principles. Findings indicate that HR development policies are supported by a normative framework and leadership commitment, but are not fully institutionalized at the systemic level. Effectiveness is limited by resource constraints, incomplete procedures, and primarily consultative participation. The hierarchical governance structure, centered on a foundational entity, influences resource allocation and decision-making. The study concludes that policy implementation and governance are mutually reinforcing in determining the quality of lecturer HR development. Theoretically, it offers a comprehensive governance framework for private higher education. Practically, it recommends strengthening procedures, implementing performance-based evaluations, and enhancing substantive participation to ensure sustainable HR development.

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Introduction

Higher education institutions are not only academic organizations that produce knowledge and scientific development, but also complex institutional entities responsible for delivering public services in education, research, and community engagement (Akbar & Ahmad, 2024). In the contemporary era, universities are required to perform multiple functions simultaneously, including maintaining academic quality, strengthening institutional competitiveness, and ensuring accountability in governance practices (Alhadi

et al., 2024). The transformation of higher education governance in recent decades has reflected a significant shift from traditional hierarchical administration toward governance models that emphasize participation, transparency, accountability, and responsiveness (Fahlevi et al., 2025). This transformation has become increasingly important due to the pressures of globalization, technological development, digital learning systems, and policy changes in higher education following the COVID-19 pandemic (Indicators, 2022). Universities are therefore expected to adapt systematically and strategically to maintain institutional sustainability and public trust.

Within this context, human resources, particularly lecturers, occupy a central and strategic position in determining the quality and sustainability of higher education institutions (Irani et al., 2023). Lecturers are the primary actors responsible for implementing the tridharma of higher education, namely education, research, and community service. The quality of lecturers directly influences academic performance, institutional reputation, accreditation outcomes, and public legitimacy. Consequently, lecturer human resource (HR) development has become one of the most important strategic agendas in higher education management. Universities with qualified lecturers who possess strong academic competencies, research productivity, and professional commitment tend to achieve better institutional performance and stronger competitiveness in the higher education sector.

From the perspective of human resource management, HR development is regarded as a strategic investment designed to improve organizational capabilities and institutional competitiveness. Human resource development encompasses various activities such as training, competency enhancement, career development, performance evaluation, and professional advancement. (Maryuni et al., 2024) explained that integrated human resource management practices contribute significantly to strengthening organizational commitment, improving individual competence, and increasing institutional productivity. In higher education institutions, lecturer HR development is closely related not only to improving individual capabilities but also to strengthening institutional quality and long-term organizational sustainability. Similarly, (Usmia et al., 2023) emphasized that lecturer competence, supported by information technology and organizational support systems, plays an important role in improving lecturer performance and institutional effectiveness in private universities.

The development of lecturer HR in higher education institutions cannot be separated from public policy frameworks. In Indonesia, Law Number 12 of 2012 concerning Higher Education emphasizes that universities are responsible for organizing education, research, and community service in a quality-oriented and sustainable manner. Implementing this mandate requires universities to establish systematic and effective policies for the development of lecturer HR. However, the effectiveness of these policies is not solely determined by policy formulation, but also by how policies are implemented within institutional governance systems. Public policy implementation is often characterized as a complex process involving interactions among actors, organizational structures, communication mechanisms, resources, and institutional commitments.

In public administration, policy implementation is a critical stage in determining the success or failure of public policies. Edward III explained that policy implementation effectiveness depends on four major variables: communication, resources, disposition, and bureaucratic structure. Communication refers to the clarity, consistency, and dissemination of policy information among implementers. Resources involve budget availability, human

resources, facilities, and institutional support systems. Disposition relates to the commitment, attitudes, and willingness of implementers to carry out policies effectively, while bureaucratic structure concerns coordination mechanisms, authority distribution, and the existence of operational procedures (Tjalla et al., 2023). Weaknesses in one or more of these variables can hinder policy effectiveness and create gaps between policy objectives and implementation outcomes.

In the context of higher education institutions, lecturer HR development policies require not only formal regulations but also institutional readiness and governance support. Communication regarding lecturer development programs must be clear and consistently delivered to academic staff. Institutional resources such as funding, administrative support, information systems, and facilities must also be adequate to ensure policy implementation. Likewise, institutional leaders and lecturers must demonstrate a strong commitment to HR development initiatives (Iskandar et al., 2021). In addition, bureaucratic structures need to support policy implementation through clear coordination mechanisms, standard operating procedures, and organizational legitimacy.

The issue of governance has become increasingly significant in higher education institutions. Governance in higher education refers to institutional arrangements and decision-making processes that regulate authority distribution, accountability, transparency, and organizational effectiveness (Nuryana et al., 2024). Good governance principles such as transparency, accountability, participation, effectiveness, and responsiveness have become essential indicators in evaluating the quality of higher education management (Iskandar et al., 2021). Governance principles are not merely normative standards but also operational mechanisms embedded within institutional processes and structures.

Transparency is an important element of governance because it ensures openness in policy formulation, decision-making, and information dissemination. Transparent governance allows institutional stakeholders, including lecturers, to access relevant information regarding institutional policies and programs. Accountability refers to an institution's responsibility for managing resources and evaluating organizational performance (Barua & Rahman, 2023). Effective accountability mechanisms enable institutions to monitor policy implementation and systematically assess institutional achievements. Participation involves stakeholder involvement in policy formulation and implementation processes. Participatory governance strengthens institutional legitimacy and improves policy responsiveness. Effectiveness relates to the extent to which institutional policies achieve intended objectives, while responsiveness reflects the ability of institutions to respond quickly and appropriately to stakeholder needs (Sulila, 2021).

(Sulila, 2022) argued that higher education governance should prioritize transparency, accountability, responsibility, independence, and fairness in order to improve the quality of higher education services. Similarly, Fahlevi et al. (2025) found that the implementation of Good University Governance (GUG) is influenced by effective communication, resource adequacy, leadership commitment, and adaptive bureaucratic structures. These findings indicate that governance quality is closely related to the effectiveness of policy implementation in higher education institutions (Tjalla et al., 2023).

The governance structure of private universities differs significantly from that of public universities. Private higher education institutions operate under foundations or organizing bodies that possess strategic authority in institutional decision-making. This governance arrangement creates a dualistic authority structure involving both academic

management and the foundation. The relationships among these actors affect resource allocation, institutional autonomy, policy implementation, and governance effectiveness (Alhadi et al., 2024). As a result, policy implementation in private universities is influenced not only by internal academic management but also by the authority and policies of the organizing foundation.

The dualistic governance structure in private universities creates a unique institutional dynamic. Academic leaders may have authority over academic management and operational administration, but strategic decisions on budgeting, staffing, and institutional policy often require foundation approval. Consequently, lecturer HR development policies in private universities are shaped by negotiations between academic interests and organizational authority. Governance, therefore, functions not only as an administrative mechanism but also as a political and institutional arena where authority and legitimacy are distributed.

Another important dimension in lecturer HR development is institutional support through information systems and administrative modernization. (Sudrajat et al., 2022) emphasized that digital-based systems for managing lecturer functional positions can improve administrative efficiency, increase transparency, and reduce procedural errors. Information technology has become an important instrument for supporting lecturers' career development, institutional reporting systems, and academic administration. Digital governance systems also facilitate transparency by making policy information and administrative procedures more accessible and systematically documented.

The implementation of integrated information systems contributes significantly to institutional accountability and effectiveness. (Perguruan et al., 2025) explained that digital governance systems support governance effectiveness by improving documentation quality, data accuracy, and institutional transparency. Without adequate administrative systems, lecturer HR development programs may face procedural inefficiencies and implementation inconsistencies. Therefore, governance effectiveness depends not only on leadership commitment and institutional regulations but also on the availability of technological infrastructure and organizational support systems.

The dynamics of higher education governance in Indonesia have become increasingly complex following the implementation of the Merdeka Belajar–Kampus Merdeka (MBKM) policy. The MBKM policy encourages universities to adopt innovative learning approaches, strengthen interdisciplinary collaboration, and increase institutional flexibility. These policy changes require universities to improve lecturer competence, academic adaptability, and the quality of institutional governance (Amira Nurlatifah, et, al, 2021). In addition, output-based accreditation systems place greater emphasis on lecturer productivity, research quality, and institutional performance indicators. Consequently, universities are required to establish structured, sustainable systems for lecturer HR development to meet accreditation standards and institutional goals.

STIPSI Palembang, one of the private higher education institutions in Palembang City, faces significant challenges in lecturer HR development. These challenges include improving lecturers' academic qualifications, increasing the number of functional positions, enhancing research productivity, and strengthening institutional capacity. As a private university operating under a foundation-based governance structure, STIPSI Palembang also experiences governance complexities related to authority distribution, budget allocation, and institutional decision-making processes. These conditions make STIPSI Palembang an

important and relevant context for examining the relationship between policy implementation and governance in lecturer HR development.

Despite the importance of lecturer HR development, previous studies have predominantly focused on human resource management perspectives such as training, motivation, competency enhancement, and performance evaluation. While these studies provide valuable insights into HR management practices, they tend to overlook broader dimensions of public policy implementation and institutional governance that influence the effectiveness of lecturer HR development. Conversely, governance studies in higher education often emphasize institutional management and governance systems without specifically analyzing lecturer HR development as part of governance implementation.

This gap highlights the need for an integrative analytical approach that combines policy implementation theory and governance principles within a single conceptual framework. The integration of Edward III's policy implementation framework with good governance principles provides a more comprehensive perspective for understanding lecturer HR development dynamics in private universities. Policy implementation variables such as communication, resources, disposition, and bureaucratic structure cannot function effectively without governance mechanisms that support transparency, accountability, participation, and responsiveness. Likewise, governance quality is strongly influenced by the effectiveness of policy implementation processes within institutions.

This study is based on the assumption that lecturer HR development in private universities is not merely an issue of human resource management but also a public policy phenomenon shaped by governance structures, institutional authority, and organizational legitimacy. Effective policy implementation ensures that HR development programs are implemented consistently with institutional objectives, while good governance provides the structural and normative framework necessary for policy sustainability and institutional accountability.

Theoretically, this study contributes to the development of Government Science by extending the application of policy implementation theory and governance approaches to the context of private higher education institutions. Most previous studies on policy implementation have focused on public sector organizations and formal government institutions. The application of policy implementation theory within private universities that possess hybrid governance structures remains relatively underexplored. This study, therefore, expands the analytical scope of policy implementation theory by demonstrating how governance structures influence the effectiveness of policy implementation in private higher education institutions.

Empirically, this study provides contextual insights into lecturer HR development practices within regional private universities in Indonesia. Previous governance studies have primarily focused on large or public universities, while the governance dynamics of regional private universities have received relatively limited academic attention. This study therefore, provides empirical evidence on the challenges and opportunities associated with lecturer HR development in foundation-based private higher education institutions.

Practically, the findings of this study are expected to provide strategic recommendations for improving lecturer HR development policies and strengthening institutional governance at STIPSI Palembang. Effective governance and systematic policy implementation are increasingly important in the era of higher education competition, institutional accreditation, and educational reform. Strengthening governance mechanisms,

improving institutional transparency, developing integrated information systems, and enhancing lecturer participation are essential for ensuring sustainable lecturer HR development.

Based on this background, this study aims to analyze the implementation of lecturer human resource development policies at STIPSI Palembang using George C. Edward III's framework, consisting of communication, resources, disposition, and bureaucratic structure. In addition, this study seeks to examine the extent to which good governance principles, including transparency, accountability, participation, effectiveness, and responsiveness, are applied within lecturer HR development governance. Through this integrative approach, the study is expected to provide a comprehensive understanding of lecturer HR development dynamics from the perspective of Government Science and contribute to the broader discourse on governance and policy implementation in private higher education institutions.

Method

This study employed a qualitative approach with a descriptive-analytical research design to examine the implementation of lecturer human resource (HR) development policies and governance practices within the institutional context of private higher education. A qualitative approach was selected because this study aimed to obtain an in-depth understanding of institutional dynamics, policy implementation processes, governance arrangements, and interactions among actors involved in lecturer HR development. The descriptive-analytical design enabled the researchers to systematically describe institutional realities while critically interpreting the relationship between policy implementation and governance practices within STIPSI Palembang.

The study focused on two major analytical dimensions. First, lecturer HR development policy implementation was analyzed using George C. Edward III's policy implementation framework consisting of communication, resources, disposition, and bureaucratic structure. Communication referred to how policy information concerning lecturer HR development was disseminated, interpreted, and understood by institutional actors. Resources referred to budget support, administrative capacity, facilities, human resources, and organizational support mechanisms available for lecturer HR development programs. Disposition referred to institutional commitment, leadership attitudes, and willingness among actors to implement lecturer development policies. Bureaucratic structure referred to institutional coordination, authority distribution, operational procedures, and administrative mechanisms supporting policy implementation.

Second, governance practices related to lecturer HR development were analyzed using good governance principles, namely transparency, accountability, participation, effectiveness, and responsiveness. Transparency referred to openness in policy communication, institutional information dissemination, and accessibility of lecturer development procedures. Accountability referred to institutional responsibility in implementing lecturer HR development policies and evaluating policy outcomes. Participation referred to lecturer involvement in policy discussions and decision-making processes. Effectiveness referred to the extent to which lecturer development programs achieved institutional objectives, while responsiveness referred to institutional capacity to respond to lecturers' needs and organizational challenges.

This study was conducted at the Palembang College of Psychology (STIPSI) as one of the private higher education institutions operating under a foundation-based governance

structure. The research site was selected purposively because private universities possess governance characteristics that differ from public universities, particularly in terms of authority relations between institutional management and foundations. Such governance arrangements directly affect policy implementation, decision-making processes, budget allocation, institutional priorities, and lecturer HR development practices. STIPSI Palembang was considered a relevant institutional setting because it experiences challenges related to lecturer qualification improvement, functional promotion, research productivity, and institutional strengthening within a foundation-based authority system.

Research informants were selected using purposive sampling techniques. Informants were chosen based on their direct involvement, institutional authority, experience, and understanding of lecturer HR development policies and governance processes within STIPSI Palembang. To ensure data richness and relevance, the study involved several categories of informants: institutional leaders responsible for academic and managerial policy decisions, vice chairpersons responsible for academic affairs, human resource management personnel, permanent lecturers involved in lecturer development programs, administrative staff managing institutional documentation and lecturer administration, and representatives of the organizing foundation who participated in institutional policy considerations.

The determination of informants was conducted gradually following the principle of data saturation. Data collection continued until no substantial new information emerged and repeated patterns began to appear. This strategy ensured that the information obtained was sufficiently comprehensive to explain policy implementation and governance dynamics in lecturer HR development.

Data collection was conducted through in-depth interviews, observations, and documentation studies. Semi-structured interviews were selected because they enabled flexibility in exploring informants' experiences while maintaining consistency with research objectives. Interview guidelines were developed based on indicators derived from Edward III's policy implementation framework and good governance principles. Interview questions focused on communication mechanisms, institutional support systems, decision-making processes, governance arrangements, lecturer participation, administrative procedures, institutional constraints, and implementation experiences related to lecturer HR development.

Observations were conducted to understand institutional practices and governance processes occurring within everyday organizational settings. Observational activities focused on coordination patterns, communication mechanisms, institutional meetings, lecturer development administration, organizational procedures, and interactions among institutional actors related to lecturer HR development. Field observations were recorded systematically through observation notes to support data interpretation.

Documentation studies were conducted to strengthen empirical evidence and support triangulation processes. Documentary sources included institutional strategic plans, leadership decrees, lecturer HR development documents, standard operating procedures (SOPs), accreditation documents, organizational reports, meeting minutes, institutional regulations, and administrative records related to lecturer HR development policies. Documentary analysis was intended to identify formal institutional commitments and compare them with implementation practices observed in the field.

Data analysis employed the interactive analytical model developed by Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion

drawing/verification. Data analysis was conducted simultaneously with the data collection process to enable continuous interpretation and verification of emerging findings.

The first stage involved data condensation through coding and thematic categorization. In this stage, interview transcripts, observation notes, and institutional documents were systematically organized and reduced according to research objectives. Open coding was conducted to identify preliminary concepts and recurring issues emerging from field data, such as communication barriers, leadership commitment, administrative procedures, lecturer participation, and governance challenges. Subsequently, axial coding was employed to classify relationships among categories and connect empirical findings with theoretical dimensions of policy implementation and governance. Finally, selective coding was performed to identify dominant themes and formulate broader explanations regarding lecturer HR development governance at STIPSI Palembang.

The second stage involved data display. Data were organized into analytical narratives, thematic matrices, and conceptual categorizations to facilitate interpretation of relationships among research findings. Thematic displays were used to compare findings across informant groups and to identify patterns, consistencies, and discrepancies regarding policy implementation and governance practices.

The third stage consisted of conclusion drawing and verification. Conclusions were formulated continuously during the analytical process through iterative interpretation of empirical findings and theoretical reflection. Emerging interpretations were repeatedly verified using multiple data sources to ensure consistency, coherence, and analytical credibility.

To ensure research validity and trustworthiness, this study applied several validation strategies. Source triangulation was conducted by comparing information obtained from different categories of informants, including institutional leaders, lecturers, administrative personnel, and foundation representatives. Method triangulation was performed by comparing findings obtained from interviews, observations, and documentation. In addition, member checking was conducted by confirming selected interpretations and findings with informants to ensure consistency between researcher interpretation and actual institutional conditions. Furthermore, prolonged engagement with institutional contexts and repeated data verification were conducted to minimize researcher bias and strengthen interpretative credibility.

Through these methodological procedures, this study sought to ensure analytical rigor, data credibility, and methodological transparency while enabling the research findings to be academically replicable in similar institutional contexts.

Results and Discussion

The study found that the lecturer's HR development policy at the Palembang College of Psychology (STIPSI) operates within an adaptive institutional framework but lacks systematic institutionalization. While policies are included in planning documents such as Strategic Plans and Leadership Decrees, there remains a gap between policy formulation and implementation. This gap is most apparent in procedures, documentation, and execution consistency.

Table 1. Analysis of the Implementation of Lecturer Human Resources Development Policy Based on Edward III Variables at STIPSI Palembang

Variable Edward III	Indicator	Key Findings	Implementation Implications
Communication	Clarity of information	Information is conveyed through meetings and instant messages, the SOP has not been documented	Risks of multi-interpretation of the procedure
Resources	Budget & facilities	Normative support exists, budget is limited	Partial implementation
Disposition	Leadership commitment	High commitment, limited by foundation approval	Limited autonomy
Bureaucratic Structure	SOP & authority	Clear division of duties, HR SOPs are not yet formal	Non-systemic processes

This figure shows a hybrid governance structure for the development of lecturer human resources, with strategic authority and budget management at the foundation, while academic and operational authority are under the institution's leadership. The interaction between the two actors occurs through a policy-negotiation and resource-allocation mechanism that affects the implementation of lecturer human resource development programs.

From the perspective of Government Science, this relationship reflects a governance model in which authority is negotiated between the institution's management and the foundation. Thus, the bureaucratic structure functions not only as an administrative mechanism but also as an arena for the distribution of authority and policy legitimacy.

In addition to analyzing policy implementation, this study also assesses the governance of human resource development in line with the principles of good governance.

Table 2. Analysis of the Application of Good Governance Principles in Lecturer Human Resources Development at STIPSI Palembang

Prinsip	Practice in Institutions	Implementation Rate	Analytical Notes
Transparency	Information via internal forums	Medium	Not yet based on information system
Accountability	Administrative reports	Medium	Not yet based on performance indicators
Participation	Meetings and discussions	Low–Medium	Consultative
Effectiveness	Further study & jafung	Medium	Gradual

From a transparency perspective, the institution has sought to convey information openly in internal forums. However, there is no integrated information system that provides documented, continuous access for all lecturers. Transparency that still relies on verbal communication and face-to-face forums can create a reliance on the intensity of personal interactions. In the governance framework, transparency demands not only information disclosure but also equal access and the sustainability of documentation.

In terms of accountability, institutions already have mechanisms for reporting activities and for budget use. However, the evaluation of human resource development policies has not been fully grounded in regularly measured performance indicators. The absence of quantitative targets or formal achievement indicators, such as increases in the

number of lecturers in specific functional positions or in research productivity, makes policy evaluation more administrative than performance-based. In the perspective of modern governance, effective accountability requires a measurable, transparent, and sustainable evaluation system.

In terms of participation, lecturers have space to convey their aspirations through meetings and discussion forums. However, involvement in the policy formulation stage remains consultative. This means that lecturers play a more policymaking than an active role in the strategic decision-making process. This condition shows that participation has not fully reached a collaborative level. In the principle of good governance, substantive participation is an important element in increasing the legitimacy and effectiveness of policies.

As for effectiveness and responsiveness, there are indications of gradual progress in the development of lecturer human resources, including increased participation in further studies and applications for functional positions. Leaders' responses to lecturers' needs are relatively quick in the administrative context, but they are still constrained by available resources. This shows that policy effectiveness is influenced by both internal institutional factors and external factors, such as national regulations and access to scholarship programs.

Overall, the synthesis of the two dimensions of the analysis shows that the quality of lecturer human resource development at STIPSI Palembang is determined by the integration between the effectiveness of policy implementation and the quality of institutional governance. Human resource development policies have been normatively present and supported by leadership commitment, but they have not been fully institutionalized within a measurable, procedural, and evaluative system. In the context of private universities, policy implementation cannot be separated from governance structures that involve foundations as key actors in the distribution of authority and resources. Therefore, the development of lecturer human resources is not only a matter of internal management but also a public policy phenomenon that takes place within a dualistic, negotiable institutional governance framework.

This research makes a theoretical contribution to the study of Government Science, particularly by integrating policy implementation theory and governance approaches in the context of private higher education. So far, the theory of policy implementation put forward by George C. Edward III has been widely applied to hierarchical, administrative public policy, especially within formal government organizations. However, its application in the context of private universities that have a relatively dualistic authority structure has not been explored in depth.

The findings of this study show that, in the context of private universities, the policy implementation variables do not stand autonomously but interact closely with the institutional governance structure, with the foundation as the organizing body. In other words, the effectiveness of communication, the adequacy of resources, the strength of disposition, and the clarity of the bureaucratic structure are greatly influenced by the institution's governance configuration. The dualistic authority structure between academic management and foundations creates an arena for policy negotiation that shapes the speed, consistency, and implementation space for human resource development programs.

The main theoretical contribution of this research lies in affirming that, in the context of private universities, policy implementation should be understood as a process that occurs within the framework of hybrid governance, that is, governance that combines academic

managerial elements and organizing authorities. This model broadens understanding of Edward III's theory by showing that variables related to bureaucratic structure are not only linked to the division of administrative tasks but also to the relationships of authority among institutional actors.

In addition, this study shows that the principles of good governance—such as transparency, accountability, and participation—do not function solely as normative indicators but also as institutional mechanisms that can strengthen or weaken the effectiveness of policy implementation. Thus, integrating policy implementation and governance approaches provides a more comprehensive analytical framework for explaining the dynamics of lecturer human resource development in private universities.

Conceptually, this study emphasizes that the development of lecturer human resources is not just an issue of human resource management, but a public policy phenomenon influenced by the configuration of power, distribution of resources, and mechanisms of institutional legitimacy. This integrative approach enriches the literature on Government Science by expanding the arena of policy implementation analysis to the private higher education sector.

Table 3. Analytical Relationship between Policy Implementation and Good Governance in Lecturer Human Resources Development

Implementation	Governance	Analytical Relationships
Communication	Transparency	Transparency strengthens policy clarity
Resources	Accountability	Accountability determines budget legitimacy
Disposition	Participation	Participation increases the legitimacy of the disposition
Structure	Effectiveness	Hybrid structure affects effectiveness

Based on empirical analysis and theoretical synthesis, this study formulates a final conceptual model that explains the relationship between policy implementation and governance in the development of lecturer human resources in private universities.

This model shows that HR development policy implementation is supported by four main variables: communication, resources, disposition, and bureaucratic structure. These four variables form the operational foundation of the policy. However, in the context of private universities, the effectiveness of each variable is not entirely determined by the internal mechanisms of academic management, but is also influenced by the governance structure that involves the foundation as a strategic actor.

On the other hand, the principles of good governance of transparency, accountability, participation, effectiveness, and responsiveness function as a normative framework as well as a reinforcing mechanism for policy implementation. Transparency clarifies policy communication; accountability strengthens the use of resources; participation improves the quality of disposition and legitimacy. Meanwhile, effectiveness and responsiveness are indicators of output and policy impact.

The final conceptual model of this study can be explained as follows: policy implementation and institutional governance are not two separate dimensions, but two systems that dynamically affect each other. Weak policy implementation in the aspect of resources or bureaucratic structure will hinder the optimal application of governance principles. Conversely, governance that is not transparent or non-participatory will weaken the consistency of communication and the disposition of policy implementers.

In the context of STIPSI Palembang, this model shows that the development of lecturer human resources is at the stage of institutional strengthening, where policies have been formulated normatively and supported by leadership commitment, but still require systemic consolidation through procedure, performance-based evaluation, and strengthening participatory mechanisms. Thus, the conceptual model of this research positions governance as a structural context that frames policy implementation, while policy implementation serves as an operational instrument for realizing the quality of human resource development.

This model can be replicated and further tested in other private universities to examine variations in governance configurations and their impact on the effectiveness of implementing human resource development policies. Therefore, this research opens the door to a further research agenda that examines integrative models of implementation–governance across different higher education institutional contexts.

Conclusion

This study examined the implementation and governance of lecturer human resource (HR) development policies at STIPSI Palembang from the perspective of Government Science by integrating George C. Edward III's policy implementation framework and good governance principles. The findings indicate that lecturer HR development at STIPSI Palembang has been institutionally supported through formal policy commitments and leadership willingness; however, implementation remains partially institutionalized due to procedural limitations, restricted resources, and governance arrangements shaped by foundation-based authority structures.

The study demonstrates that the effectiveness of lecturer HR development cannot be understood solely from the existence of formal institutional policies, but rather from the interaction between policy implementation processes and governance quality. Communication, resources, disposition, and bureaucratic structure influence policy implementation effectiveness, yet their operation is strongly mediated by governance principles such as transparency, accountability, participation, effectiveness, and responsiveness. In the context of private universities, policy implementation does not function autonomously because governance structures involving institutional management and foundations shape authority distribution, resource allocation, administrative legitimacy, and decision-making processes. Consequently, lecturer HR development should be understood not merely as a managerial issue, but as a public policy phenomenon embedded within institutional governance systems.

The findings further indicate that lecturer HR development at STIPSI Palembang has progressed adaptively but has not yet reached a fully systemic and performance-based institutional model. Although institutional communication and leadership commitment support lecturer development initiatives, the absence of documented procedures, integrated information systems, measurable evaluation indicators, and broader participatory mechanisms constrains policy consistency and long-term sustainability. This finding suggests that governance quality functions not only as an institutional norm but also as an operational mechanism determining the effectiveness of lecturer development policies.

Theoretically, this study contributes to Government Science by extending the application of policy implementation theory into the context of private higher education institutions characterized by hybrid or dualistic governance arrangements. While Edward III's framework has generally been applied in public administrative organizations, this study

demonstrates that policy implementation variables are deeply influenced by institutional governance configurations, particularly authority relations between academic leadership and foundations. Furthermore, the study contributes conceptually by integrating policy implementation and good governance perspectives into a single analytical framework for understanding lecturer HR development in private universities. This integrative perspective strengthens the understanding that governance principles are not merely normative ideals, but institutional mechanisms capable of strengthening or constraining policy implementation.

Practically, the findings offer several implications for improving lecturer HR development governance in private universities. Institutions should strengthen lecturer HR development procedures through formalized standard operating procedures, performance-based evaluation systems, and integrated administrative information systems to improve policy transparency and accountability. In addition, institutional leaders should expand participatory mechanisms involving lecturers more substantively in policy formulation and evaluation processes to strengthen institutional legitimacy and improve responsiveness to academic needs. Since private universities often operate under foundation-based governance systems, improving coordination and communication between institutional management and organizing foundations is essential to ensure more consistent policy implementation and sustainable resource support.

Despite its contributions, this study has several limitations. First, the research was conducted within a single institutional context, namely STIPSI Palembang, which limits broader generalization to other private higher education institutions with different governance structures and organizational cultures. Second, the study relied primarily on qualitative interpretations based on institutional actors' experiences and documentary evidence, which may reflect contextual subjectivities. Third, the study focused specifically on lecturer HR development governance without comprehensively examining external institutional determinants such as national regulatory changes, funding structures, or broader inter-organizational governance networks.

Accordingly, future studies are recommended to expand comparative investigations across multiple private universities with different governance characteristics in order to strengthen conceptual generalization regarding policy implementation and governance in lecturer HR development. Further research may also adopt mixed-methods or quantitative approaches to evaluate relationships among governance dimensions, institutional capacity, and lecturer development outcomes more systematically. In addition, future studies should explore how digital governance systems, institutional autonomy, accreditation demands, and higher education reforms influence lecturer HR development sustainability in private higher education institutions.

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