Enhancing Human Capital Development Among Non-Lecturer Educational Staff: Challenges and Leadership Solutions

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ABSTRACT

This study investigates the challenges faced by non-lecturer educational staff in developing human capital and explores leadership solutions within a higher education institution in Bengkulu province. Employing a qualitative descriptive methodology, data were collected through interviews, observations, and open-ended questionnaires from 20 staff members and two leaders. Key findings reveal difficulties in balancing education and work, limited access to relevant training, and obstacles in skill development. Leadership responses include flexible educational schedules, improved technology infrastructure, and enhanced cross-unit collaboration. The study highlights the need for comprehensive solutions to improve service quality, innovation, and institutional adaptation. Limitations include the study's focus on a single university and reliance on qualitative data. Further research should explore these dynamics across diverse educational contexts and assess the long-term impacts of proposed solutions.

ABSTRAK

Studi ini menyelidiki tantangan yang dihadapi oleh tenaga kependidikan non-dosen dalam mengembangkan sumber daya manusia dan mengeksplorasi solusi kepemimpinan dalam lembaga pendidikan tinggi di provinsi Bengkulu. Dengan menggunakan metodologi deskriptif kualitatif, data dikumpulkan melalui wawancara, observasi, dan kuesioner terbuka dari 20 anggota staf dan dua pemimpin. Temuan kunci mengungkapkan kesulitan dalam menyeimbangkan pendidikan dan pekerjaan, akses terbatas ke pelatihan yang relevan, dan hambatan dalam pengembangan keterampilan. Tanggapan kepemimpinan mencakup jadwal pendidikan yang fleksibel, infrastruktur teknologi yang ditingkatkan, dan kolaborasi lintas unit yang ditingkatkan. Studi ini

menyoroti perlunya solusi komprehensif untuk meningkatkan kualitas layanan, inovasi, dan adaptasi kelembagaan. Keterbatasan termasuk fokus penelitian pada satu universitas dan ketergantungan pada data kualitatif. Penelitian lebih lanjut harus mengeksplorasi dinamika ini di berbagai konteks pendidikan dan menilai dampak jangka panjang dari solusi yang diusulkan.

Kata Kunci: *Pengembangan Sumber Daya Manusia, Staf Non-Dosen, Kepemimpinan Pendidikan*

INTRODUCTION

The development of human capital is essential in the context of non-ecturer educational staff in higher education institutions. Enhancing the quality of educational services, fostering innovation, and maintaining competitiveness in the face of technological advancements are pivotal aspects influenced by human capital (Djatola, 2021; Murtafiah, 2022; Rusdiana & Nasihudin, 2021). This concept encompasses the entirety of knowledge, skills, experiences, and abilities possessed by individuals, which significantly impact productivity, creativity, and economic contributions (Anwar & Herlina, 2022; Falakhiya, 2019). In higher education, non-lecturer staff, including administrative, professional, and support staff, play critical roles in daily operations, student services, policy development, and innovation implementation (Meilani, 2020; Rusdiana & Nasihudin, 2021). Thus, improving human capital among these staff members is fundamental to achieving efficiency, service quality, and institutional growth(Anggreni & Suartini, 2019).

Initial observations of a university in Bengkulu province reveal several prevalent issues affecting the human capital of non-lecturer educational staff. Limited training opportunities hinder staff abilities to manage modern technologies and deliver superior student services (Hermansyah, 2022; Ningsih et al., 2022). Moreover, the lack of clear career development paths can negatively impact staff motivation and professional growth (Djatola, 2021; Simanungkalit et al., 2022). Challenges such as high employee turnover rates, insufficient skilled resources in key areas, and adaptation difficulties to new technologies disrupt operational continuity and service quality (Anggreni & Suartini, 2019; Rusdiana & Nasihudin, 2021). Addressing these issues is imperative for enhancing human capital and overall institutional performance (Meilani, 2020).

Efforts to develop human capital among non-lecturer educational staff include targeted training programs in administrative management, information technology, and student services (Anwar & Herlina, 2022; Djatola, 2021; Falakhiya, 2019). Providing career growth opportunities, understanding institutional needs, and engaging in innovative initiatives are also crucial for fostering a conducive environment for staff development (Anggreni & Suartini, 2019; Simanungkalit et al., 2022). These efforts can significantly contribute to strengthening the organizational infrastructure, advancing educational goals, and enriching the work environment (Hermansyah, 2022; Ningsih et al., 2022). By focusing on these development areas, universities can ensure a robust support system that aligns with their operational and strategic objectives (Rusdiana & Nasihudin, 2021).

Several studies have underscored the importance of human capital in enhancing organizational performance. For instance, Yunita and Supriadi (2023) emphasized the role of human capital in boosting company performance, suggesting that employees should be viewed as unique assets. Similarly, Ningsih et al. (2022) identified that human and emotional capital collectively influence employee performance significantly (Kaya & Eskin Bacaksiz, 2022; Shin & Lee, 2016). Research by Hermansyah (2022) demonstrated that personality and human capital impact business success through self-efficacy. These findings highlight the multifaceted influence of human capital on performance and the need for comprehensive development strategies (Ningsih et al., 2022; Yunita & Supriadi, 2023).

Despite these insights, there is limited research specifically examining human capital in the context of non-lecturer educational staff in higher education (Falakhiya, 2019; Meilani, 2020). The existing studies predominantly focus on corporate or entrepreneurial settings, leaving a gap in understanding the unique challenges and requirements of non-faculty educational staff (Anggreni & Suartini, 2019; Hermansyah, 2022). This gap signifies an urgent need for research that explores the development of human capital within this specific context, providing tailored strategies and solutions (Simanungkalit et al., 2022).

This study aims to address the identified gaps by investigating the challenges faced by non-lecturer educational staff in developing human capital and exploring leadership solutions to overcome these challenges (Djatola, 2021;

Rusdiana & Nasihudin, 2021). By focusing on this aspect, the research seeks to enhance service quality, foster innovation, and support institutional adaptation to current developments (Anwar & Herlina, 2022; Murtafiah, 2022). Developing human capital among non-faculty educational staff is vital for achieving efficiency, service quality, and holistic growth in higher education institutions (Falakhiya, 2019; Meilani, 2020). This research will provide valuable insights and practical solutions, contributing to the broader discourse on human capital development within the academic sector (Ningsih et al., 2022; Yunita & Supriadi, 2023).

METHODS

This research employed a qualitative descriptive methodology to explore the dynamics of human capital development among non-lecturer educational staff at a higher education institution in Bengkulu province. The study aimed to uncover the challenges faced by these staff members and the solutions provided by leadership. Participants included 20 educational staff members and two leaders selected through purposive sampling based on criteria such as a minimum of five years of work experience and active employment. Data were collected using interviews, observations, and open-ended questionnaires, guided by indicators like education and qualifications, specific skills, work experience, and professional development. Tools used included audio recording devices, observational checklists, and electronic questionnaires.

Data analysis followed an interactive model comprising data collection, condensation, presentation, and conclusion drawing. Data were categorized into themes and presented in tables, excerpts, and interpretative reviews. Triangulation and member checking were employed to ensure reliability and validity, enhancing the credibility of the findings. The research design and methods provided comprehensive insights into the human capital challenges and leadership solutions within the institution, ensuring methodological rigor and participant verification for robust conclusions.
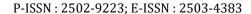
FINDINGS AND DISCUSSION
FINDINGS
Problems faced by Non-Lecturer Educational Staff in developing human capital in the work environment
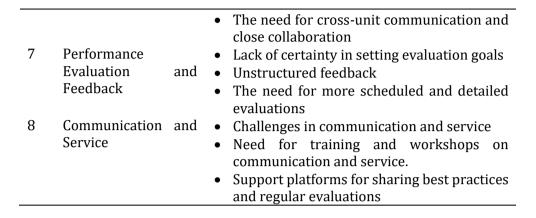
The interview results with non-lecturer educational staff revealed several challenges faced by the staff concerning the development of human capital in the workplace. The data coding from interviews with non-lecturer educational staff and the coding of observational data regarding their performance can be seen in the following Table 2.

Table 2. Results of Data Codification on the Problems of Human Capital Development Faced by Non-Lecturer Educational Staff

No	Indicators of Interview	Problems Faced by Staff
1	Education and Qualifications	• Difficulty balancing education and work • Limited availability of relevant training or certifications • Restrictions on qualification development for roles and contributions
2	Specialized Skills	• Technical skills in the use of information technology • Challenges in the availability of training or resources • Barriers to access and time for training
3	Work Experience	• Technical skills in the use of information technology • Challenges in the availability of training or resources • Barriers to access and time for training
4	Participation in Professional Development	• Difficulty in participating in development programs. • Time limitations and constraints • Institutional evaluation and transparency
5	Initiative and Innovation	• Barriers in initiative and innovation • Limitations of resources as impediments • Variation in the acceptance of new ideas
6	Collaboration and Contribution to Institutional Goals	• Synchronization of goals and working methods between units • Lack of coordination between units

7	Performance Evaluation and Feedback	• The need for cross-unit communication and close collaboration • Lack of certainty in setting evaluation goals • Unstructured feedback • The need for more scheduled and detailed evaluations
8	Communication and Service	• Challenges in communication and service • Need for training and workshops on communication and service. • Support platforms for sharing best practices and regular evaluations

As depicted in the data coding presented in Table 2, concerning education and qualifications, the interview data indicated that non-lecturer educational staff encountered difficulty in balancing formal education with demanding work obligations. They found it challenging to pursue additional qualifications necessary for advancement in the workplace due to training availability that often did not align with their schedules or needs. This impeded their ability to contribute and enhance their roles on campus. Based on the interviews with Participant 4, it was found that the challenge of balancing formal education with demanding work tasks affects non-faculty educational staff. Despite acknowledging the importance of developing additional qualifications, the availability of suitable training does not consistently align with their schedules or needs. Consequently, this hampers their capacity to enhance their roles and contributions in the institution's work environment.

Regarding Specialized Skills, the interview data indicated that not all staff members possessed similar levels of skill. Access to suitable training and time for full engagement became a barrier, limiting their ability to utilize technology and manage administrative aspects. Based on the interviews with Participant 8, it was found that the gap in technological skills in the workplace, stating that not all staff members possess similar skill levels. Key obstacles include a lack of access or time for appropriate training, limiting their ability to use technology and manage administration effectively in their daily work.

Regarding work experience, interview data indicated that staff members encountered challenges in applying their previous work experience to new

contexts. Despite institutional support, such as mentoring programs, to integrate knowledge from previous workplaces, adapting it to a new environment remained challenging for them. Based on the interviews with Participant 18, it was found that the staff members face difficulty in applying their previous work experience to the new campus context. Despite supportive efforts, such as mentoring programs, to integrate knowledge from past experiences, the adaptation process to a new environment remains challenging for them.

Regarding participation in professional development, interview data showed that staff members encountered difficulty attending training programs due to tight schedules and time constraints. Limited access to training information and a lack of transparency in participant selection affected their motivation. While the institution provided development opportunities, the evaluation of support appeared to be inadequately measured. They hoped for a more detailed assessment of the impact of this support on the enhancement of knowledge from each training program. Institutional evaluation transparency was considered crucial in assessing the investment value in development. Based on the interviews with Participant 20, it was found that the staff struggle to engage in training due to busyness and time limitations. Limited access to training information and lack of transparency in participant selection diminish their motivation. While the institution offers development opportunities, the evaluation of support lacks clarity. Their hope lies in a detailed assessment of the impact of support on knowledge enhancement from each program. Institutional evaluation transparency is essential in understanding the investment value in development.

Regarding initiatives and innovation, interview data revealed barriers to innovation due to a rigid hierarchical structure and slow decision-making processes. Resource constraints also acted as impediments. New ideas were valued, but their acceptance varied based on complexity and alignment with the institution's strategic direction. Not all ideas were adopted because they involved thorough evaluation. Efforts to encourage collaboration and open discussions in innovation were made. Based on the interviews with Participant 7, it was found that the barriers to innovation in the workplace, including a rigid hierarchical structure and slow decision-making processes. Other impediments include limited resources and variation in the reception of new ideas based on

their complexity. Thorough evaluation is necessary in implementing ideas, as not all are adopted immediately. Efforts to encourage collaboration and open discussions have been made, yet challenges persist in pioneering innovation.

Regarding collaboration and contribution to institutional goals, interview data indicated that staff faced difficulties in synchronizing goals and working methods among units in the university, which could hinder the efficient implementation of joint projects. Lack of coordination between units also affected the overall achievement of institutional goals. Further efforts were needed to enhance inter-unit communication and strengthen collaboration to improve contributions to institutional goals. Based on the interviews with Participant 12, it was found that the difficulty in aligning goals and work methods among units in the university, potentially delaying the implementation of joint projects. Insufficient coordination between units could impede the efficient achievement of institutional goals. Efforts to enhance cross-unit communication and increase collaboration are necessary to make a more meaningful contribution to achieving institutional goals.

Regarding performance evaluation and feedback, interview data indicated that the performance evaluation process significantly impacted development on campus, but there was still room for improvement. Lack of clarity in setting evaluation goals hampered developmental focus, while unstructured feedback complicated substantial improvements. More scheduled and detailed evaluations were needed to provide firmer guidance for overall performance enhancement. Based on the interviews with Participant 15, it was found that the significance of the performance evaluation process in campus development while revealing areas that require improvement. Lack of clarity in setting evaluation goals and unstructured feedback affect the ability to make significant improvements. More scheduled and detailed evaluations are necessary to provide firmer guidance for overall performance enhancement.

The observation findings corroborated the interview data concerning non-teaching educational staff. They faced difficulties balancing formal education with demanding work requirements, limiting their ability to contribute effectively within the institution. Limitations in technical skills and access to training impacted their utilization of technology and administrative aspects. Integrating previous work experiences into the new campus context

remained a challenge, despite support such as mentoring programs. Staff also encountered challenges in participating in training programs due to busy schedules and insufficiently measured support evaluations. Structural barriers and resource limitations affected initiatives and innovation. Restricted inter-unit coordination and insufficiently detailed performance evaluations were also hindrances. Internal and external communication challenges additionally impacted services to students, staff, and the community. Solutions for these included communication skills training, sharing best practices, and regular evaluations of communication processes and services. The observations supported interview findings, highlighting staff difficulties and the need for specific measures to enhance their abilities within the campus.

Leaders' Solutions to the Problems Faced by Non-Lecture Educational Staff Related to Human Capital Development

Regarding the challenges of balancing education and work, limitations in the availability of suitable training or certifications, and restrictions on qualification development for roles and contributions, the leader took steps to support the qualification development of its non-teaching staff. They focused on flexible educational schedules, provided broad access to online training, and maximized collaboration with external institutions. Performance evaluations that were more targeted and structured feedback became crucial in helping staff identify strengths and areas needing improvement. This illustrates their commitment to providing the best support in the development of qualifications for non-teaching staff.

Related to issues regarding technical skills in the use of information technology, challenges in the availability of training or resources, and barriers to access and time for training, the leadership worked on improving technology infrastructure and providing better resources. They planned technology training with flexible schedules, expanded access to online platforms, and collaborated closely with external training providers to strengthen the technical skills of non-teaching staff. Their goal was to provide full support in the development of technical skills in the institution.

Concerning issues related to the differences in context between universities, institutional support in knowledge development from previous experiences, and the integration of previous work experiences, the leadership

reinforced internal mentoring programs to apply previous work experience to new contexts. They also enhanced collaboration with external institutions to support staff in better integrating their experiences into the institution, aiming to make these experiences valuable assets in the university context.

Regarding difficulties in participating in development programs, time constraints, and institutional evaluation and transparency, the Leadership planned to address the challenges of non-teaching staff participation with more flexible and adaptive training programs, including online options. They were also committed to periodic evaluations to provide structured feedback to staff, which would serve as a guide in improving staff development programs in the future.

Regarding barriers in initiatives and innovation, limitations of resources as impediments, and variation in the acceptance of new ideas, the Leadership supported creativity and innovation in the workplace with an open approach, providing space for new ideas, and strengthening cross-unit collaboration. They provided additional resources and facilitated discussion forums to encourage innovative ideas from non-teaching educational staff. The goal was to stimulate valuable and diverse contributions of ideas from the entire staff.

Regarding issues with the synchronization of goals and working methods between units, a lack of coordination between units, and the need for cross-unit communication and close collaboration, the leadership planned to build a communication platform between units and promote open collaboration. This accelerated the achievement of goals more efficiently through close collaboration between units.

Regarding issues with the lack of certainty in setting evaluation goals, unstructured feedback, and the need for more scheduled and detailed evaluations, the leader modified the performance evaluation process by increasing clarity in setting evaluation goals and implementing a more structured feedback system. Scheduled and detailed evaluations were expected to provide better guidance for continuous staff performance improvement, supporting their growth and enhancement.

Regarding challenges in communication and service, the need for training and workshops on communication and service, and support platforms

for sharing best practices and regular evaluations, the leader planned to introduce training programs focusing on communication skills and service management. They also supported the exchange of best practices and conducted regular evaluations of communication and service processes. The main goal was to enhance the overall communication and service abilities of the staff.

The above response emphasizes the importance of effective communication and responsive service in the workplace. The proposed measures, such as skills training, support for sharing best practices, and regular evaluations, signify a commitment to improving interactions and services on campus. These efforts are expected to enhance staff abilities in communicating and providing services more effectively to all stakeholders involved.

DISCUSSION

The present study investigates the dynamics of developing human capital quality among non-lecturer education staff at a university, focusing on the challenges they face and the solutions proposed by institutional leaders. The research addresses critical issues such as balancing education with work, constraints in technical skills, the integration of previous work experiences, participation in development programs, and cross-unit communication. These findings are framed within the context of Human Resource Development (HRD) theory and Professional Development theory, which highlight the significance of continuous learning and skill enhancement in professional settings (Madjid, 2016; Sarjito, 2023). This study adds to the growing body of literature emphasizing the need for institutional support to facilitate effective staff development and enhance organizational capabilities (Abbas & Sunarya, 2023; Chidir et al., 2021).

The main results of the study reveal significant challenges faced by non-lecturer educational staff in terms of education and qualifications, specialized skills, work experience, and professional development. The findings indicate difficulties in balancing educational pursuits with work obligations, limited access to relevant training, and technical skill gaps. Additionally, staff members encounter barriers in participating in development programs due to time constraints and institutional limitations. These challenges are compounded by structural issues within the organization, such as rigid hierarchies and insufficient coordination between units. These insights underscore the

importance of addressing both individual and systemic factors to improve staff development and performance.

Comparing these results with previous studies, our findings align with the broader understanding of the importance of human capital development in educational institutions. For instance, the challenges in balancing education with work are consistent with findings from other sectors where similar difficulties impede professional growth (Hoehn et al., 2016; Shin & Lee, 2016). The need for flexible training programs and improved technology infrastructure echoes the strategies employed in high-value hospitals to enhance efficiency and outcomes through better resource allocation (Friedman & Jorgensen, 1994; Gilbert, 1974). Furthermore, the emphasis on mentoring and collaboration with external institutions resonates with global trends in improving professional competencies and integrating diverse work experiences (Akbar et al., 2024; Alekseeva & Gildingersh, 2018).

Explaining these findings from an HRD perspective, the challenges in education and technical skills highlight the necessity of adaptive development programs that cater to the unique needs of non-lecturer staff. The implementation of flexible training schedules, access to online resources, and strategic partnerships with external training providers are crucial steps in addressing these gaps (Pudjiarti, 2023). Additionally, the integration of previous work experiences through enhanced mentoring programs supports the HRD concept that values diverse professional backgrounds as assets (Simanjuntak & Silitonga, 2020). These measures reflect a commitment to facilitating continuous learning and skill development, which are essential for maintaining organizational competitiveness and innovation.

From an Organizational Development (OD) theory perspective, the structural barriers identified in the study, such as hierarchical rigidity and poor cross-unit communication, necessitate a reevaluation of institutional frameworks to promote greater flexibility and collaboration. The leaders' efforts to create open communication platforms and encourage inter-unit collaboration are aligned with OD principles that advocate for adaptive and responsive organizational structures (Zaky, 2021). By addressing these structural impediments, institutions can foster an environment conducive to innovation

and efficiency, ultimately enhancing the overall performance and satisfaction of non-lecturer staff.

The significance of these findings lies in their implications for institutional policy and practice. The study highlights the need for targeted interventions to support non-lecturer staff in their professional development journey. Providing structured feedback and clearer evaluation goals can significantly improve staff performance and motivation (Sari et al., 2021). Moreover, investing in communication and service management training can enhance the quality of interactions and services provided by non-teaching staff, thereby improving the overall institutional environment. These strategies underscore the importance of a holistic approach to human capital development that addresses both individual and systemic factors.

The implications of this research extend beyond the immediate context of the university. The findings suggest that similar challenges and solutions may be relevant to other educational institutions and sectors where non-lecturer staff play a critical role. By adopting flexible and adaptive training programs, enhancing technology infrastructure, and fostering a collaborative organizational culture, institutions can better support their non-lecturer staff in achieving professional growth and contributing to organizational success. These insights contribute to the broader discourse on human capital development and organizational effectiveness, offering valuable lessons for policymakers and practitioners.

In conclusion, this study underscores the critical importance of developing human capital among non-lecturer educational staff in universities. The challenges identified—ranging from balancing education and work to technical skill gaps and structural barriers—highlight the need for comprehensive and adaptive solutions. Institutional leaders play a pivotal role in addressing these challenges through targeted interventions that align with HRD and OD principles. By fostering a supportive and flexible environment, universities can enhance the professional development and performance of non-lecturer staff, ultimately contributing to the overall success and innovation of the institution. This research provides a foundation for future studies to further explore the dynamics of human capital development in educational settings and other related sectors.

CONCLUSION

This study explored the challenges faced by non-lecturer educational staff in developing human capital and examined leadership solutions to address these issues. Key findings highlighted difficulties in balancing education with work, limited access to relevant training, and obstacles in developing qualifications. The study emphasized the importance of flexible educational schedules, extensive access to online training, and collaboration with external institutions. Additionally, deficiencies in technical skills, integration of previous experiences, and participation in development programs were identified, with proposed solutions including improvements in technology infrastructure, flexible training, routine evaluations, and enhanced cross-unit collaboration. Leadership's commitment to enhancing communication and service skills through regular evaluations and training programs underscores a comprehensive approach to improving staff conditions.

The implications of these findings are significant for educational administration and human capital development, suggesting that addressing these challenges can enhance the professional growth and performance of non-lecturer staff, thereby improving service quality, innovation, and institutional adaptation. However, the study's limitations, including its focus on a single university and reliance on qualitative data, indicate the need for further research across diverse educational contexts and employing mixed-method approaches. Future studies should explore the long-term impacts of proposed solutions, investigate the role of technology infrastructure, and assess the effectiveness of cross-unit collaboration in fostering innovation, ultimately contributing to the broader discourse on organizational effectiveness and human capital optimization in educational settings.

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