OCTOPUS HRD: Multidisciplinary Approach to Higher Education Human Resources Development

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OCTOPUS HRD: Multidisciplinary Approach to Higher Education Human Resources Development

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Abstract

This study examines human resource development techniques at Raden Rahmat Islamic University in Malang, Indonesia, using a multidisciplinary approach that integrates systems theory, economics, psychology, organizational development, anthropology, sociology, and communication. Employing a qualitative, exploratory descriptive design, data was collected through structured interviews, field observations, and supporting documentation analysis. Informants were selected through purposive and snowball sampling methods, and data was analyzed using an interactive approach, involving data collection, reduction, presentation, and conclusion drawing. Triangulation ensured research validity and reliability. The findings reveal that the university adopts a holistic human resource development strategy, combining various disciplines to enhance employee skills and performance. This approach not only helps the institution achieve its performance goals but also contributes to advancements in human resource development theory and practice.

Keywords: *Good University Governance, Human Resource Development, Higher Education, Octopus HRD, Organizational Development*

1. INTRODUCTION

Higher education's survival and competition are inextricably linked to the role and quality of human resources. In line with this, universities, as Indonesia's highest education provider institution, must be prepared for current problems and changes and accountable for generating quality human resources. Permendikbud 3/2020 on the National Standard of Higher Education (SN-Dikti) outlines eight standards as indicators of higher education quality, including the Teacher and the Power of Education (Sanda et al.,2022). Furthermore, higher education quality assessment through College Accreditation (APT) and Study Programs (APS) accreditation. These nine criteria are mentioned in the BAN-PT Regulation 5/2019 on the Accreditation Instrument of the Study Programme including 1) Vision, Mission, Objective, and Strategy; 2) Governance, Governance and Cooperation; 3) Students; 4) Human Resources; 5) Finance and facilities; 6) Education; 7) Research; 8) Dedication to the Society; 9) External and access to Tri dharma (Arfiandy, 2021). Human resources play an important role in higher education. Improving human resource quality in higher education is becoming increasingly important and urgent. In addition, the Raden Rahmat Islamic University employs a unique approach to human resource development. As a result, this study looks at how the Raden Rahmat Islamic University in Malang, Indonesia, implements human resource development through a multidisciplinary approach. Raden Rahmat Islamic University was chosen as the research subject because it has hundreds of human resources, including lecturers and education workers, and the biggest number of students in Malang area.

Some universities discovered that the quality of human resources at the national and international levels remains poor and falls short of expectations. According to empirical studies, many lecturers are not nationally registered and thus do not have a national lecturer master number (NIDN), the number of doctors and professors in colleges remains low, there are deviations in the appointment of major teachers in colleges, and the performance and quality of research in higher education in Indonesia is declining (Arfiandy, 2021). According to the Global Competitiveness Index, Indonesia is ranked 44th, behind Singapore at 3rd, Malaysia at 32rd and Thailand at 33rd. Next, the Global Innovation Index of 2022 also ranks 75th, below Singapore at 7th and Malaysia at 35th. Similarly, in the Global Talent Competitiveness Index of 2022, Indonesia ranks 82nd, the Philippines at 80th, Thailand at 75, Vietnam at 74, Malaysia at 45th, Brunei Darussalam at 41st, and Singapore at 2nd (Parawansa,2023). The above picture is a loud blow that the development and improvement of the quality of human resources (HRM) should be a priority to be able to compete nationally and globally—one attempt is to improve the quality of human resources by holistically developing them.

Human resources have become one of the central concerns for many organizations due to their role in influencing success (Otoo & Mishra, 2018). Human capital is a key resource that can influence success and competitive advantage. Previous research supports the above statement that human resources are the main factor in an organization, therefore, the management and development of human resources is very important for organizations (Krismiyati, 2017; Yuliyati, 2020). Human resource development has been widely recognized for its contribution to organizational profitability (Burdbar Khan & Nisar Sheikh, 2012; Paul & Anantharaman, 2003). Human resource development is a basic factor for employees to acquire competencies that in turn significantly improve organizational functioning (Kehoe & Wright, 2013). Previous research corroborates the above statement that human resource development practices are programs designed and implemented to improve employees' abilities and skills, so that they are able to work effectively and meet performance expectations (Sung & Choi, 2014). In line with the above statement, human resource practices are used by organizations as a strategic mechanism to stimulate positive employee behavior that impacts their knowledge, skills, and attitudes ultimately contributing to improving institutional performance (Clardy, 2008).

A literature review on human resource development (HRD) has been conducted for a long time to emphasize and find the most suitable HRD foundation or construct (McGuire & Cseh, 2006). The discussion began with the Three-legged stool HRD philosophy (1995), Downstream River (1997), Clover (1998), and Octopus (1998). The Three-legged stool HRD model

philosophy explains that HRD consists of 3 basic components: economics, psychology, and systems theory (Swanson, 1995). In contrast to the HRD philosophy developed by previous experts, the HRD philosophy with a multidisciplinary approach offers a more complete component foundation of HRD (G. N. McLean, 1998). The philosophy emphasizes that HRD is embedded with various disciplines and is an evolving construct, not only limited to systems theory, economics and psychology but also organizational development, anthropology, sociology and communication. For example, changes in organizational culture must include anthropology as the foundation of HRD, team building activities, and group decision-making, which reflect aspects of sociology, as well as the communication component inherent in HRD. Based on the discussion above, there is no previous empirical study that holistically examines HRD practices with a multidisciplinary approach in higher education, so this research is here to fill the gap.

2. LITERATURE REVIEW

Human Resource Development

Human Resource Development (HRD) is any process that can generate knowledge for the benefit of businesses, communities, nations, and individuals (G. N. McLean & McLean, 2001). Other perspectives define human resource development as creating and enhancing expertise to improve individuals, teams, work processes, and organizational system performance (Ju, 2019). Human resource development aims to improve employee abilities and performance through training practices, career development, performance appraisal, and organizational development (Yuvaraj & Mulugeta, 2013). A similar opinion explains that HRD is defined as improving organizational performance and increasing individual capacity through employee development, organizational development, and career development programs (R. L. Jacobs, 2014). Previous studies have identified training and development programs, performance appraisals, rewards, organizational development, career development, feedback and counseling, potential development, and job rotation as human resource development practices (Otoo & Mishra, 2018; Swanson, 1995).

The path of the HRD philosophy is critical as the foundation and direction of the development of HRD practices in companies (McGuire & Cseh, 2006), because failing to define the HRD philosophy leads to less effective and unsustainable practices (Evarts, 1998). As a result, there is continued interest in HRD studies to determine the best HRD construction. The study of HRD begins with the idea of three-legged stools, which states that human resource development is based on three fundamental components: economics, psychology, and system theory. However, the HRD model has been challenged numerous times for being overly simplistic and inadequate in describing the fundamentals of human resource management (G. N. McLean, 1998). Furthermore, the HRD philosophy of the centipede model is proposed as the foundation for human resource development. However, it is broken because it provides an unlimited and highly complex input as a foundation of HRD. Compared to the prior model, HRD's multidisciplinary approach provides a more comprehensive component base (G.N. McLean, 1998). The approach is an HRD philosophy that highlights the importance of human resource development techniques being applicable to a variety of disciplines such as system theory, economics, organizational development psychology, anthropology, sociology, and communication. Here are some studies of the literature on HRD philosophy using an interdisciplinary approach.

System Theory

A system is a collection of unique components that are interconnected and interact with each other (R. L. Jacobs, 2014). The system component consists of input, process, output and feedback. Input is a set of operational resources, including money, materials, facilities, people, and information. Furthermore, a process refers to the various activities that are performed using input to achieve the desired result. Output means the desired or unwanted result that occurs from the process.

The implications of system theory on human resource development are oriented towards three aspects of HRD: HRD process, HRD as a system, and management of the HRD system (R. L. Jacobs, 2014). Through the system approach, the process has the characteristic that HRD consists of many different subprocesses interacting with each other, and each phase is structured in such a way that the desired results are achieved. For example, the training design process begins with 1) analysis of performance issues, 2) determination of training needs, 3) design and training plan, 4) providing training, 5) evaluation of the training outcome, and 6) monitoring and improvement of performance (R. L. Jacobs, 2014; R. L. Jacobs & Wang, 2007).

The second implication of the systems theory approach is that the HRD program is inherently a system. Every HRD program consists of inputs, processes, and outputs (R. Jacobs, 2003). Furthermore, the third implication is that HRD program management is focused on planning, organizing, motivating, and directing resources to achieve goals.

Economy

The economy is human activity related to producing, distributing, exchanging, and consuming goods and services (Mankiw, 2003). The economic approach in the practice of human resource development (HRD) is defined as the theory and practice of developing and using expertise to improve organizational performance, work processes, and team and individual performance in monetary terms related to resource allocation, process efficiency, and optimal results (Swanson, 2008).

Economics has two fields of study, including macroeconomics and microeconomics, which relate to several factors such as national income, unemployment, inflation, investment, trade and finance (Mankiw, 2003). Analyzing and understanding a country's human resource development policy has macroeconomic implications in HRD practices. In contrast, microeconomics focuses on individual actions, such as those of companies and consumers, and their behavior in determining prices and quantities in specific markets (Nicholson & Snyder, 2012). Microeconomic implications for HRD programs include analyzing the short-term financial benefits of staff training programs and organizational development in working groups.

Psychology

HRD is about people's performance within an organization and how they can improve their potential and performance through learning (Chalofsky, 2007). Individual learning and development are enhanced by increased learning opportunities and learning and development methods that strive to improve performance. The psychological approach has become a crucial basis of HRD practice since it focuses on developing mental processes and staff behavior (Passmore, 1997).

The psychological viewpoint states that behavioral theory, often known as learning theory, has become one of psychology's most commonly accepted theories (Yang, 2004). The psychological perspective describes that knowledge, skills and continuous learning are beneficial to show better performance. Implications of psychology in HRD practice, for example, in the theory of socio-cognitive learning emphasizes one's self-effectiveness (Bandura et al., 1999). Self-effectiveness evaluates a person's skill and competence to complete a task, achieve a goal, or overcome difficulties. Strong self-effectiveness is a significant factor to obtaining greater task performance because individuals are more inclined to accomplish large activities, work harder, be tougher in facing challenges, and feel less nervous (Reio & Batista, 2014).

The psychological perspective also offers humanistic psychology relevant to HRD practice, namely focusing on the intrinsic motivation of the individual to grow and strive to high potential (Reio & Batista, 2014). Furthermore, Gestalt psychology also contributes to the HRD program, which refers to how individuals interpret the stimuli around them. Gestalt psychology explains how individuals interact with others depending on their perceptions. In other words, perceptions play a role in influencing group or team interactions.

Organizational Development

Organizational development is systematically implementing organizational changes to improve performance (Swanson, 1995). Furthermore, organizational development is also defined as a planned, systemic and systematic effort using knowledge and skills to change and transform the organization to a new state (Rothwell & Sullivan, 2005). In this context, organizational development is the systematic application of changes based on the knowledge and skills possessed to improve organizational performance.

Previous research has identified 10 components that represent the following definition of organizational development: 1) promoting organizational renewal, 2) involving organizational culture change, 3) increasing profitability and competitiveness, 4) ensuring organizational and employee health and well-being, 5) facilitating learning and development, 6) improving problem solving, 7) increasing effectiveness, 8) initiating and managing change, 9) strengthening system and process improvements, and 10) supporting adaptation to change (Lynham et al., 2004). The relevance of the organizational development perspective in HRD includes planning and managing the knowledge, abilities, and skills individuals have to improve performance. Organizational development is critical to organizational performance because it brings key skills and perspectives that effectively facilitate cultural change and strategic shifts to address organizations' complex challenges. Therefore, when the environment in which organizations operate becomes highly competitive, organizational development is necessary.

Anthropology

Experts define anthropology into biological and cultural anthropology, with cultural anthropology being more important to the HRD field (C. N. McLean, 2009). Culture is defined as the basic beliefs shared by the members of the organization, which determine the organization's view of itself and its environment. Previous research explained that culture is the common way of thinking and behavior of a population and that a particular society includes language, religion, food, preferences, and working habits (Ember et al., 1994). A similar opinion explains culture as an integrated system of shared ideas (thoughts, ideas, attitudes), behavior (actions), and attributes that characterize a group (Jordan, 2012).

Anthropologists are interested in understanding group behavior and culture from across countries and cultures. The information developed by anthropologists is useful for HRD practitioners to understand employees and consumers about culture and how they behave (C. N. McLean, 2009). Furthermore, the leadership developed is influenced by the culture in which one works. Besides, some cultural practices in organizations include how to dress and how staff welcome visitors. The anthropological approach also contributes to career development and succession plans. The orientation is to identify potential staff to be promoted.

Sociology

Social science is the study of society and people's interpersonal relationships within it. Furthermore, sociological philosophy in human resource development assumes that people live and work in groups, teams, networks, organizations, and societies (Korte, 2012). Sociology has become significant to HRD since it focuses on people's thinking and behavior and their interactions within organizations. Furthermore, organizations and communities are mutually reinforcing social-ecological structures.

Sociologists approach the social world from a macro-social perspective, which focuses on large-scale structures and organizations that influence individual thought and behavior, and a micro-social perspective. Similar viewpoints indicate that, while thoughts and conduct belong to the person, society influences and conditions them (Turner & Oakes, 1997). Micro-perspective focuses on the idea that individual behavior is creative and unpredictable (Wallace & Wolf, 1995). The emphasis on micro-social area relevant to human resource development in organizations includes inter-group interactions, inter-individuals,

and group-to-individual interactions.

Communication

The sensitivity of HRD practitioners to the role of communication in the work system is crucial because a thriving work environment is oriented toward developing effective communication among the organization's members (Pace, 2013). Communication is when one can interpret what others say according to the meaning of the communicator. Furthermore, communication involves more than transferring information, giving voices, or sending notes; but also assists others in accurately understanding the information presented (Katz & Kahn, 1978; Pace, 2013).

In practice, organizational norms serve to facilitate communication. Organizational norms govern certain behaviors, actions, and arrangements. For example, when an employee should report to work and return home, what to say and how to speak, what can and should not be discussed, and so on. Other examples: in an organization, communication rules are applied to the communication patterns between supervisors, subordinates, and coworkers, i.e., regulating the communicative behavior of other members of the organization (Pace, 2013).

Communication theory provides insights into the importance of organizational behavior, such as how instruction is implemented, how employee complaints evolve, and how employees interact to organizational goals (Pace, 2013). The wrong approach to communication implies a failure to interpret and understand the instructions and information delivered, thus affecting the failure of the operating system.

3. RESEARCH METHOD

Research Design

This research uses a qualitative, exploratory, descriptive design, namely, the questions asked are used to describe research findings (Swedberg, 2020). This research uses a comprehensive single case study approach that narrowly but deeply defines the phenomenon/instance (Yin, 2014). Raden Rahmat Islamic University was chosen as the research object because it is the only university in the Malang district of Indonesia that has a variety of human resources, both lecturers and educational staff, as well as the largest number of students in Malang district.

Data Collection

Data were collected through face-to-face structured interviews, field observations, and supporting document study (Yin, 2014). The method for selecting research informants was carried out in two stages. First, purposive sampling with certain criteria was used to determine key informants, such as being involved in establishing the institution and participating in managing the institution for more than 10 years. The key informant in this research is the Chairman of the Islamic Higher Education Foundation, Raden Rahmat. Second, the snowball sampling was used to identify supporting informants for key informant recommendations. Supporting informants include the Rector, Vice Rector, Dean, Lecturers and educational staff.

Analysis

Data analysis aims to find models and patterns of relationships between data collected in the field (Muhammad, 2023). Data analysis was carried out using an interactive model because the flow of activities and data collection is an interactive cyclical process, including data collection, reduction, data presentation, and conclusion (Miles et al., 2014). Triangulation techniques maintain research quality standards, testing, data validity and comparison, and data verification. Triangulation includes data triangulation, source triangulation, and member checking (Patton, 2002).

4. RESULTS AND DISCUSSION

4.1 RESULT

This section presents empirical data on implementing human resource development (HRD) at the Raden Rahmat Islamic University Malang.

System Theory

The implementation of human resource development with a system approach has the characteristics of various components interacting with each other, and each phase is arranged in such a way as to get the desired results. The components of the system approach consist of inputs, processes, and outputs, each of which has a different but interconnected role. Applying the system approach to human resource development at UNIRA Malang is shown during the recruitment process of lecturers and education personnel, starting with analyzing employee needs, creating job vacancy information, conducting job interviews and accepting employee acceptance. The system approach is also implemented during lecturers and education personnel training activities.

"Human resource development at UNIRA Malang, for example, such as recruitment, the process is planned and systematic. The policies applied start from analyzing the needs of each work unit. ....". (Vice Rector 2)

"The recruitment process usually involves each work unit to map the needs of its lecturers, what specifications ...". (Personnel Section)

"Here periodically, both lecturers and education staff we participate in training. There is also a letter of assignment, if the training is completed, if needed, there will be dissemination to other lecturers." (Dean)

Economics

The economic approach to human resource development focuses on building and applying employee abilities to improve corporate financial performance. The economic method involves proper resource allocation, process efficiency, and optimal results. Raden Rahmat Islamic University Malang demonstrates its economical approach to employee development by involving lecturers and education professionals in training programs and government subsidies to build knowledge and abilities. The goal is for job duties to be completed promptly, increasing process and time efficiency and improving financial performance for individuals and institutions. Furthermore, both external and internal research and service grant opportunities are pursued to promote the welfare of lecturers, so benefiting the university.

"The finance department has participated in tax training, which is extremely beneficial to the University. Lecturers are also offered numerous Tri dharma-related training and can participate in grants". (Chairman of the Foundation)

Psychology

Using a psychological approach, human resource development focuses on enhancing learning opportunities and developing knowledge, behavior, and skills to increase employee performance. The psychological approach is strongly tied to self-efficacy, or employees' belief that they have the ability and competence to complete tasks. The psychological approach to HR development is being implemented at the Raden Rahmat Islamic University Malang as part of a training and development program for lecturers and educational professionals. Employee training and development are also provided on an internal and external basis. Some of the training included competency certification from BNSP and SISTER (Integrated Resource Information System) management from Higher Education Service Institution (LLDIKTI).

"To increase the trust, knowledge, skills of education personnel, the university usually holds capacity building activities every semester, involving all education personnel." (Rector)

"Every semester, the lecturers take turns participating in BNSP certification, this is also important to increase the value of accreditation." (Dean)

Organization Development

Organizational development is a planned and systematic transformation effort that relies on knowledge and skills to improve institutional performance. Findings from the field on the practice of human resource development with an organizational perspective at UNIRA Malang, such as the participation of lecturers and staff in the BPJS employment and BPJS Health programs.

Employees benefit from this arrangement, which includes free health care and retirement benefits. Other change activities have been adopted to promote organizational development, such as internal quality audits (AMI), which are conducted regularly. Another excellent approach for increasing efficiency and improving individual and institutional performance is the Tri dharma performance report policy, implemented through the Integrated Resource Information System (SISTER).

"The University continues to strive to improve individual and institutional performance by participating in the BPJS Health and Employment Government program. All employees will feel the benefits. We have also participated in GUG (Good University Governance) activities". (Vice Rector 2)

"Currently, the tri dharma report for lecturers is using SISTER. In the past, before there was SISTER, lecturers reported manually printing files ... ". (Lecturer)

Anthropology

The anthropological approach to organizational development aims to understand employees' culture and the way they behave. A leader's style in an organization is influenced and shaped by the culture in which he or she works. Other examples of organizational culture include how to dress and how to welcome guests and serve consumers. Empirical data shows that UNIRA Malang has lecturers and education staff from various regions and tribes, so this has an impact on the way of communication. Often the language used when communicating varies such as Indonesian, Javanese and Madurese. Furthermore, the relation to the anthropological approach in human resource development at UNIRA Malang can be seen during ceremonial events that are unique and different from other institutions. The mandatory protocol songs that must be chanted are the Indonesia Raya song, Sholawat Busyro, Syubanul Wathon, and Mars UNIRA Malang.

"The lecturers and education staff here come from various regions, so yes, the tribes are diverse. The majority are Javanese and Madurese. Many students also come from outside Java.". (Education Personnel)

"UNIRA Malang has a characteristic; usually, if there is a formal event, you have to read Sholawat Busyro, then the first mandatory song Indonesia Raya, Syubbanul Wathon, and Mars UNIRA Malang". (Lecturer)

Sociology

The sociological approach to human resource development (HRD) assumes that individuals live and work in groups, teams, networks, organizations, and societies. HRD sociological orientation governs interactions among humans in organizations, particularly relationships between groups, between individuals, and group interactions with individuals. Informant interviews revealed that at UNIRA Malang, collegial collective harmony is the principle employed to create work relationships. This is strongly tied to ensuring equality of rights and obligations and fostering a sense of community in the workplace. Collegial communal harmony is defined by various activities, including religious and non-religious trips and benchmarking against other campuses. Non-academic events involving academics and staff aimed at encouraging a spirit of cooperation are also carried out, including breaking the fast together, *halal bihalal, rujakan,* and *arisan*.

"At least every year we organize benchmarking, such as yesterday to UIN Sunan Kalijaga Yogyakarta. Next year we plan to go to Bali...". (Dean)

"The lecturers and education staff often make *rujakan, arisan, buka Bersama* events..and these activities are useful for establishing togetherness, more enthusiasm for work". (Vice Rector 2)

Communication

Organizational communication is not limited to conveying information, sending sounds, or conveying notes but helping others create meaning according to the information conveyed. The implementation of communication in organizations includes regulations governing employee attitudes and behavior, the rules for entering and leaving the office, and procedures for communicating properly and correctly between peers and superiors. The principle of communication in human resource development at UNIRA Malang is evident in the ability of leaders such as the Rector, Vice Rector, Dean, and head of the Institute to speak wisely and be a good listener. Leaders also provide space to speak to employees during discussions and when there are work complaints.

Formal and informal discussions are often held at the university level and in each work unit, including faculties, study programs, and institutions.

"The typical mode of communication is two-way, both vertically and horizontally, from superiors to subordinates, and vice versa, as well as between coworkers. The leaders are accessible to recommendations or complaints from subordinates...". (Chairman of the Foundation)

4.2 DISCUSSION

As explained in the introduction, studies on the foundations of human resource development continue to be carried out to obtain the most complete construct until a model of human resource development with a multidisciplinary approach emerges. The foundation of multidisciplinary human resource development includes systems theory, economics, psychology, organizational development, anthropology, sociology, and communication. These components of the HRD philosophy are used to analyze how HRD is implemented at the Raden Rahmat Islamic University (UNIRA), Malang, Indonesia.

Systems Theory

A system consists of parts, each of which has unique attributes, relationships, and interactions with each other, and each part functions as a whole (R. L. Jacobs, 2014). The context of human resource development at UNIRA Malang as a system can be seen in the recruitment process for lecturers and education staff. Each work unit has its interrelated relationships and functions. This is reinforced by the statements of informants (Vice Rector and Staffing Department) that the process of recruiting educational staff begins with 1) each work unit analyzing employee needs, creating open recruitment information to be disseminated via the web and social media then making a letter of application to the Rector, 2) the Rector giving the disposition to the Vice Rector 2 to be reviewed and followed up, 3) The personnel department, on the instructions of Vice Rector 2 and the bureau, will screen incoming application letters to determine prospective employees who meet the qualifications, then interviews will be conducted, 4) Employees will be accepted with contract employee status for one year, then conducted performance evaluation 5) if the employee's performance is good then the university nominates the employee to the foundation to become a permanent employee.

The informant (Dean) also said that in other systems theory practices, such as training design for UNIRA Malang lecturers, the stages carried out included 1) the Dean carried out an analysis of performance problems, 2) the Dean determined training needs, one of which was improving lecturers' writing skills, 3) the faculty made assignment letters for lecturers. Lecturers are mandated to participate in training organized externally, 4) Lecturers take part in training, and 5) lecturers must make an activity report and submit it to the faculty after completing the training. The knowledge and abilities obtained by the lecturer are disseminated to other lecturers. The HRD practices described previously regarding recruitment and training design are in line with the systems theory that the HRD process consists of a series of different sub-processes; each phase is interrelated and arranged in such a way as to achieve the desired output (R. Jacobs, 2003; R. L. Jacobs, 2014).

Economy

Economics is the study of the effective allocation of resources to achieve goals (Nicholson & Snyder, 2012). This definition aligns with previous research on human resource development, which is oriented towards developing and allocating human expertise to improve team and individual performance (Swanson, 2001). Based on the informant's statement (Chairman of the Foundation), information was obtained that the economic basis for developing human resources at UNIRA Malang, such as training practices to increase the capacity of lecturers and education staff, has implications for the performance and financial aspects of the institution. For example, the head of the University's finance department is assigned to take brevet training to improve his ability to prepare tax reports. Another example is that journal managers at UNIRA Malang train to improve journal

accreditation organized by internal and external organizations such as LLDIKTI. This training is intended to increase the accreditation of journals at UNIRA Malang, thereby increasing the journal article processing charge (APC).

Lecturer training, such as a coaching clinic on grant proposal penetration strategies, is in line with HRD practices in the context of economic philosophy. This training has implications for increasing the ability of lecturers to prepare grant proposals so that they are funded by the Directorate of Research, Technology, and Community Service (DRTPM). The benefit is that the more proposals that pass, the higher the image of the campus and the increase in financial benefits for lecturers and the institution.

Psychology

The psychological perspective in human resource development is oriented towards increasing individual potential and performance through learning. The psychological approach also emphasizes that knowledge, skills and continuous learning can improve performance and demonstrate self-efficacy (Bandura et al., 1999). Human resource development practices at Raden Rahmat Islamic University are under psychological foundations. The informant (Rector and Dean) stated that lecturers and education staff increased their confidence and abilities through internal and external training.

Training is held externally, such as capacity building for filling out lecture certification (*Serdos*) and preparation for the Integrated Resource Information System (SISTER) by LLDIKTI. This training aims to improve the ability of lecturers to fill in and complete tri dharma profile and performance data on each lecturer's sister website. Training for education staff is also provided, such as capacity-building preparation for competency certification. Competency certification ensures educational staff have the knowledge, skills, and abilities to perform well. This is under self-efficacy theory in psychology, namely, a person's evaluation of their abilities and competencies to carry out tasks and overcome obstacles. Furthermore, strong self-efficacy is a major contributor to achieving better performance (Reio & Batista, 2014).

Organizational Development

Increasing organizational performance can be done through planned and systematic changes known as organizational development (Swanson, 1995). The informant (Vice Rector) said that one of the organizational developments in HRD practices is the policy of participation of lecturers and education staff in BPJS health and employment. This provision is intended to provide benefits for employees, such as free health access or pension benefits when their work period is over. Another example in the aspect of organizational development at UNIRA Malang is the Good University Governance (GUG) and Internal Quality Audit activities.

Furthermore, the organizational development aspect in HRD practice also involves changes in organizational culture. In line with this understanding, research informants (Staffing Department and Lecturer) said that the change in work culture at UNIRA Malang, for example, in the tri dharma report policy from manual filing, has changed to being systemized through SISTER (Integrated Resource Information System). These changes are intended to make lecturers' work more systematic, effective, and efficient.

Anthropology

Anthropology closely relates to culture, namely how individuals or societies think and behave, language, age, religion, food, and work habits (Ember et al., 1994). The opinion above aligns with the information conveyed by the informant (Lecturers and education staff), who states that the lecturers and education staff at UNIRA Malang come from various regions and ethnicities. As a result, communication methods use various languages such as Indonesian, Javanese, and Madurese.

HRD practices are related to the anthropological basis of employee work habits, namely protocols at formal events. When carrying out formal events, the schedule of the event is not only to sing the song Indonesia Raya but also to sing the songs *Syubanul Wathon* and *Sholawat Busyro,* which are the identity of UNIRA Malang (Chairman of the Foundation). Previous research confirms that culture is an integrated system born from shared ideas, behavior, and attributes that characterize a group (Jordan, 2012).

Sociology

The foundation of sociology is closely related to the view that individuals live and work in groups, teams, networks, organizations, and society (Korte, 2012). Furthermore, the basis for this practice in human resource development is interpersonal interactions and fostering work relationships within the organization. Research informants (Dean and lecturer) explained that to foster working relationships, the principle used is collegial collective harmony. This means creating harmonious synergy between leaders and subordinates or fellow employees of the same level. Equal rights and obligations and a spirit of togetherness accompany work implementation. Examples of activities to build togetherness and harmonious relationships between individuals through benchmarking activities to other campuses' religious and non-religious tourism. These activities imply that employees feel they are receiving attention from their superiors, which impacts work commitment, satisfaction, and performance.

Another informant (Vice Rector) explained that building work relationships does not have to be with work programs that are always linked to academics but with non-academic activities such as fasting together, *halal bihalal, rujakan,* and even social gatherings. In fact, this activity effectively refreshes employees to be more enthusiastic about working and minimizes conflicts between individuals and work units.

Communication

The definition of communication is not just conveying information through voice or sending notes but helping other people create meaning from the information conveyed (Katz & Kahn, 1978; Pace, 2013). Furthermore, communication is important in the work system because it is the basis for creating a healthy work environment (Pace, 2013). Ongoing communication can move employee tasks and coordinate clear goals. The foundation of communication in the practice of human resource development at Raden Rahmat Islamic University is the ability of leaders (Rector, vice-Rectors, deans, heads of institutions and others) to speak wisely and be good listeners. When a new policy is created, it must be communicated clearly to employees to be understood and implemented according to the leadership's intentions.

According to research informants (Chairman of the Foundation), performance reports from employees to leaders are another method of communication in human resource development. This means that communication occurs from below to above. Aside from performance reviews, other forms of upward communication include suggestion boxes, reporting grievances, discussions between bosses and subordinates, and informal questions and answers. The description above aligns with the expert opinion that communication provides insight into the importance of organizational behavior, such as orders from superiors that must be carried out, employee complaints that must be listened to, and harmonious interactions between employees to achieve organizational goals (Pace, 2013). An explanation of human resource development practices using a multidisciplinary approach can be presented in Table 1 below:

Table 1. | Human Resource Development Practices at UNIRA Malang

No	Element	Findings	Benefit
1	Systems Theory	• System for recruitment practices for lecturers and education staff • System for training practices for lecturers and education staff	• There is a clear recruitment system for lecturers and educational staff • Training activities for lecturers and education staff according to needs and on target
2	Economy	• Brevet training for the finance department • Scientific journal accreditation training	• Tax reports are prepared properly and regularly

		• Coaching clinic on strategies for preparing grant proposals for lecturers	• More scientific journals are indexed by SINTA and their accreditation has increased • Increase in Journal Article Publication Charge (APC). • More grant proposals have been funded by DRTPM
3	Psychology	• Capacity building training to fill in preparation for lecturer certification • Capacity building preparation for educational staff competency certification	• Tri dharma report to each lecturer's sister is filled in completely • Education personnel have good knowledge, abilities and skills in completing work
4	Organizational Development	• Participation in BPJS Health and employment • Good University Governance (GUG) activities • Internal Quality Audit Activities • Performance reports through an integrated system (SISTER)	• Lecturers and education staff get access to free health and retirement benefits • Increasing the quality and competitiveness of higher education including the quality of human resources, both lecturers and staff • Lecturers' work is more systematic, effective and efficient
5	Anthropology	• Has lecturers and staff from various tribes/regions • Using the song *Syubanul wathon* during ceremonies • Read *Sholawat Busyro* before learning and ceremonial activities	• Cultural and linguistic diversity • UNIRA Malang has unique characteristics that differentiate it from other institutions
6	Sociology	• Using collegial collective harmonious principles in work relationships • Benchmarking to other institutions • Religious and non-religious tourism • Breaking the fast together • *Halal Bihalal* event • Lottery club	• Employees feel cared for • Increase work commitment • Lecturers and staff have high job satisfaction • Have high work enthusiasm • Minimize individual and work unit conflicts
7	Communication	• Leaders speak wisely • Bosses are good listeners • Performance reports from subordinates to superiors • Submission of complaints from subordinates to superiors through suggestion boxes and informal discussions	• Employees understand policies/rules well • Employee tasks can be completed on time • Create a healthy work environment

5. CONCLUSION

This research concludes that human resource development practices at the Raden Rahmat Islamic University have used a comprehensive approach through systems, economics, psychology, organizational development, anthropology, sociology, and communication. The systems approach leads to human resource development practices such as recruitment and employee training in detail and on target. They are increasing employee competency, which impacts improving welfare through economic and psychological approaches. Good University Governance practices and performance Reports using SISTER describe the organizational development approach. Visible cultural diversity is part of the practice of anthropology. Meanwhile, the sociological and communication approach is seen from a collegial collective culture in work relationships, speaking well and listening wisely.

6. LIMITATION AND IMPLICATION

It is accepted that this study takes a qualitative approach to investigate the practice of human resource development in higher education. Meanwhile, future studies could take a quantitative approach to evaluate the relationship between indicators in Octopus human resource development and other variables. Furthermore, the item chosen is a single case, suggesting a multi-case approach in future research. The results of this research provide positive implications for improving employee abilities and skills, ultimately meeting the performance expectations of employees and the organization through comprehensive human resource development practices. Apart from practical implications, the results of this research also have positive implications for scientific development, especially human resource development.

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