

Human Capital Management in Achieving Excellent Accreditation: A Study of an Islamic Higher Education

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Abstract

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This research addressed two problems, namely: (1) how does Universitas Muhammadiyah Jakarta manage its human capital in relation to its vision, missions, and goals as an Islamic university? (2) what are strategic plans employed by this university and key performance of its human resources to fulfill the implementation of human capital management in the efforts of achieving excellent accreditation? Thus, the focuses of this study were to clearly describe: (1) the ways Universitas Muhammadiyah Jakarta managed its human capital in accordance with its vision, missions, and goals as an Islamic university; (2) the plans strategically taken by this institution and key performance of its human resources in human resources management in order to achieve excellent accreditation. This study was carried out in the academic year of 2023/2024 at Universitas Muhammadiyah Jakarta with 14 informants participated voluntarily. The method employed was qualitative using study case research design. The instruments used in data collection were observation, document study, and non-formal interviews. The data were analyzed by using method-triangulation based on human capital management's model of Mayo covering five elements, i.e., individual capability, individual motivation, leadership, the organizational climate, and work-group effectiveness. The analysis data revealed that: 1) in managing its human capital, the university carried out five work stages, they are the stages of preparation, implementation, monitoring and evaluation, control and improved which of all stages met the five aspects of Mayo's HCM model. Second, both strategic plans and key performance for its human resources were well-planned, designed, and managed by the institution, hence the target of achieving excellent accreditation was successfully achieved. The results of this research give valuable implications both theoretically and practically especially in terms of how higher institutions should apply effective human capital management in order to achieve their goals according to vision and missions.

Kata kunci:

Sumber Daya Manusia, Budaya Organisasi, Kualitas Perguruan Tinggi

Abstrak

penelitian ini membahas dua masalah, yaitu: (1) bagaimanakah universitas muhammadiyah jakarta mengatur modal manusianya sehubungan dengan visi, misi, dan tujuannya sebagai universitas islam? (2) rencana strategis apa saja dan kunci performa sumber daya manusia nya untuk memenuhi implementasi dari manajemen kapital manusia dalam usaha mencapai akreditasi unggul? maka, fokus dari studi ini adalah untuk menggambarkan dengan jelas: (1) bagaimana universitas muhammadiyah jakarta mengatur modal manusia (human capital) terkait visi, misi, dan tujuannya sebagai institusi islam.; (2) perencanaan strategis yang digunakan oleh universitas ini dan kinerja kunci sdm nya dalam memenuhi implementasi dari manajemen modal manusia dalam usahanya meraih akreditasi unggul. studi ini dilakukan pada tahun akademik 2023/2024 di universitas muhammadiyah jakarta dengan 14 sumber informasi yang berpartisipasi secara cuma-cuma.. metode yang digunakan adalah kualitatif dengan pendekatan studi kasus. alat yang digunakan dalam

pengumpulan data adalah observasi, studi dokumen, dan wawancara tidak formal. data yang terhimpun dianalisis menggunakan metode triangulasi berdasarkan teori human capital management hcm mayo yang mencakup kapabilitas individu, motivasi individu, kepemimpinan, budaya organisasi dan efektivitas kerja kelompok. hasil analisis data menunjukkan: 1) dalam mengatur modal manusia nya, universitas melaksanakan lima, tahapan, yaitu tahapan persiapan, implementasi, monitoring dan evaluasi, pengendalian dan peningkatan yang semuanya memenuhi ke-lima aspek hcm model mayo. kedua, rencana strategis dan kinerja sdm direncanakan, dirancang, dan diatur dengan baik oleh institusi sehingga target mencapai akreditasi unggul tercapai dengan sukses. studi ini memberikan implikasi yang berharga baik secara teori maupun praktik, khususnya dalam hal bagaimana perguruan tinggi sebaiknya menerapkan hcm yang efektif untuk mencapai tujuannya berdasarkan visi dan misi.

INTRODUCTION

In Indonesia, the quality of an educational institution including university is taken into account from its accreditation. (Harvey , 2004) said that good accreditation of a university will be officially acknowledged by organizational government and education as a qualified institution, hence this campus will be considered as a reputable university by the student-candidates, parents, and employers. “Accreditation ensures that all students, staff, and curricula are held to the same high standards on a national level” (Wise, 2005). In terms of private universities, (Konovalova et al., 2021; Pratiwi & Kusumah, 2024) stated that one of the main aspects required to be fulfilled in accreditation process is human resources, especially in the dimension of personal development. However, (Manimala et al., 2020; Trisnawati & Rosiawan, 2022) opined that accreditation focused less on aspects of outcome and output, and more on process and input. Besides, they also explained that it is not easy to find the consensual definition of ‘quality’ due to highly diverse system of Indonesian higher education, thus the study team of the National Accreditation Board for Higher Education (*Badan Akreditasi Nasional – Perguruan Tinggi* or BAN-PT) has decided to measure the quality of a higher institution according to its mission statement and relevant indicators.

(Wasisto, 2023), a Minister of Manpower in the 41st Cabinet of Indonesia from 2019 – 2024, at the “Symposium on the Human Capital” held by the Master of Business Administration Department of Gadjah Mada University (UGM) and the Faculty of Economics and Business of UGM-Master of Management Alumni Association (KAFEGAMA-MM) stated that a university, as the highest level of education, is demanded to create graduates who are ready to support national economic growth through their readiness to enter industries. Therefore, the quality of higher education should be improved continuously as it is one of pivotal elements contributing to Indonesia’s human capital (HC) and human resources (HR). “The increased HR will impact the output of tertiary institutions, including the growth of human resources in the institution itself” (B et al., 2023; Jenita et al., 2022; Sinambela et al., 2022; Tharaba et al., 2025) defined human resources as the personals who are willing, ready, and able to give contribution to achieve the goals of organization. While in higher education context, (Aprilianto et al., 2025; Hermawan & Arifin, 2021) explained human resources as the persons in universities who are responsible to manage academic community including their assets related to human resources management.

Referring to those definitions, HR management in higher education is defined as the effort to mobilize, organize, and assess people in universities to contribute to the development of higher education by accomplishing the work plans and programs (Allui & Sahni, 2016; Saputra, 2023). According to (Arif et al., 2024; Murtafiah, 2021; Weisbrod, 1962), one of the most important long-term investments in human resources management in education is human capital as it functions as a strong basis in the advancement of education in today’s progressive world. Thus,

managing human capital as deliberate assets is imperative in order to achieve the organizational goals (Diani et al., 2024). Having seen the importance of human capital, human capital management (HCM) in higher education has been gaining attention of the scholars to do research studies with various focus and objectives.

A qualitative study of (Bucăța & Tileagă, 2023) of human capital's role in universities management efficiency reported that universities can improve academic staff retention and experience of academic staff performance by building a positive work environment, professional development opportunities, competitive remuneration and decreased administrative burdens. Another study of (Kucharčíková et al., 2015) which quantitatively measured the correlation between human capital management and educational officers toward excellent universities concluded that 16.1% of human capital management influenced the maintenance of educational officers' work motivation with being on the way to an excellent university. This research finding showed that human management capital of education personnel was correlated with the excellence of universities. Beside those two, there was other plethora of prior research works on human capital management in higher education discussing numerous focal points including: factors that influenced HCM in higher education or universities (Mamuli, 2020; Nyongesa et al., 2022) and the role of HCM in higher education (Saad, 2024; Saikhoni, 2022; Salau et al., 2016).

Besides, most previous studies were also dominated by the research of 'human resources management' in higher education including the ones related to Islamic values (Aliyah et al., 2024; Gano et al., 2024; Sahrodi & Karim, 2025; Toumi & Su, 2023). (Carmeli & Schaubroeck, 2005; Guest, 2025) argued that even though human resources and human capital management can synergize one to another, but they are different. Human resources management sees humans as an expense or cost that is hazardous to the organization while human capital views humans as immaterial asset. Thus, based on those past research studies, the ones which reported the implementation of human capital management, particularly at Islamic university, in achieving excellent accreditation still remain silent. Therefore, to fill the scarcity of the previous studies, this qualitative research aims to highlight how Islamic-based human capital management was implemented by Universitas Muhammadiyah Jakarta, Indonesia, in its efforts to gain excellent accreditation.

(Iskamto et al., 2022) claimed that crisis in educational field countered by the nation currently reconciles around management crisis issues. Management activities give great effect on the development of education world, hence carrying out improper acts will obviously arise various problems especially in terms of the quality of education. Therefore, discussing on how a higher institution manages its human capital in preparing excellent accreditation will contribute to the development and empowerment of new knowledge. These efforts guarantee the quality of university's improvement to compete with other institutions and in industrial market as well. The researchers believe that the results of this research will give valuable insights to the stakeholders of higher education and all institutional human resources, particularly those in Islamic higher institutions, in order to reach the highest grade of accreditation which will also affect the quality of instructional activities.

It was reported by <https://publiknasional.com>, that among 3.352 Indonesian higher institutions registered in BAN-PT, only 96 of them which have been achieved 'excellent accreditation'. Based on the data, this study is expected to become a noteworthy reference for other tremendous Indonesian higher institutions, especially the Islamic ones, in their attempts to achieve excellent accreditation in terms of managing their human capitals. The researchers took

Universitas Muhammadiyah Jakarta as the sample of the study because it is one of old universities in Indonesia established in 1955 and had been struggling for years to reach 'excellent accreditation' until it was found that the focus of improving should be on 'human capital'. Besides, prior qualitative study of (Nawaz, 2015) which identified Andrew Mayo's HR approach model in private Islamic higher institutions in the area of Region II Colleges of West Java and Banten found that in this region, many private Islamic tertiary educational institutions have not implemented human resource approach optimally especially in individual motivation and capabilities' aspects. Thus, this research work will also give positive contributions to other Islamic institutions to strengthen their HRM and HCM. This research was guided by the questions: 1) How did Universitas Muhammadiyah Jakarta manage its human capital in relation to its vision and missions as an Islamic institution? 2) What are the strategic plans employed by Universitas Muhammadiyah Jakarta and key performance of its human resources to fulfill the implementation of human capital management in the efforts of achieving excellent accreditation? Based on these two research questions, this study aimed to: 1) report clearly on how Universitas Muhammadiyah Jakarta manage its human capital based on its vision and missions; (2) find out what strategic plans applied by Universitas Muhammadiyah Jakarta and key performance of its human resources to fulfill the implementation of human capital management in its efforts to reach excellent accreditation.

METHOD

This research was carried out in the academic year of 2023/2024 at Universitas Muhammadiyah Jakarta. The method employed was qualitative with case study approach. Case studies are a qualitative design in which the researcher explores in depth an activity, event, process, program, and or one individual or more (Bogdan & Biklen, 1998; Priya, 2021). The researchers applied convenience sampling technique in determining the sample for the reasons: first, the researchers worked at this institution, thus, taking this university as the object of this study eased the research activities from beginning to the end. Second, this institution is one of old universities in Indonesia which had been previously struggling for years to finally reached 'excellent accreditation' in 2024. There were 3 lecturers, 2 alumni, 4 students, and 5 staff which voluntarily became the informants in this study.

In collecting the data, three instruments were used, namely: observation, document study, and interviews (Miles & Huberman, 1994). The observation was done in the objective of figuring out any policies, job descriptions and all aspects governed by the university in managing human capital in all units. Document study was conducted to get all related written sources used in the process of accreditation preparation. Meanwhile, the interviews were held informally to the individuals involved in the team-force of accreditation.

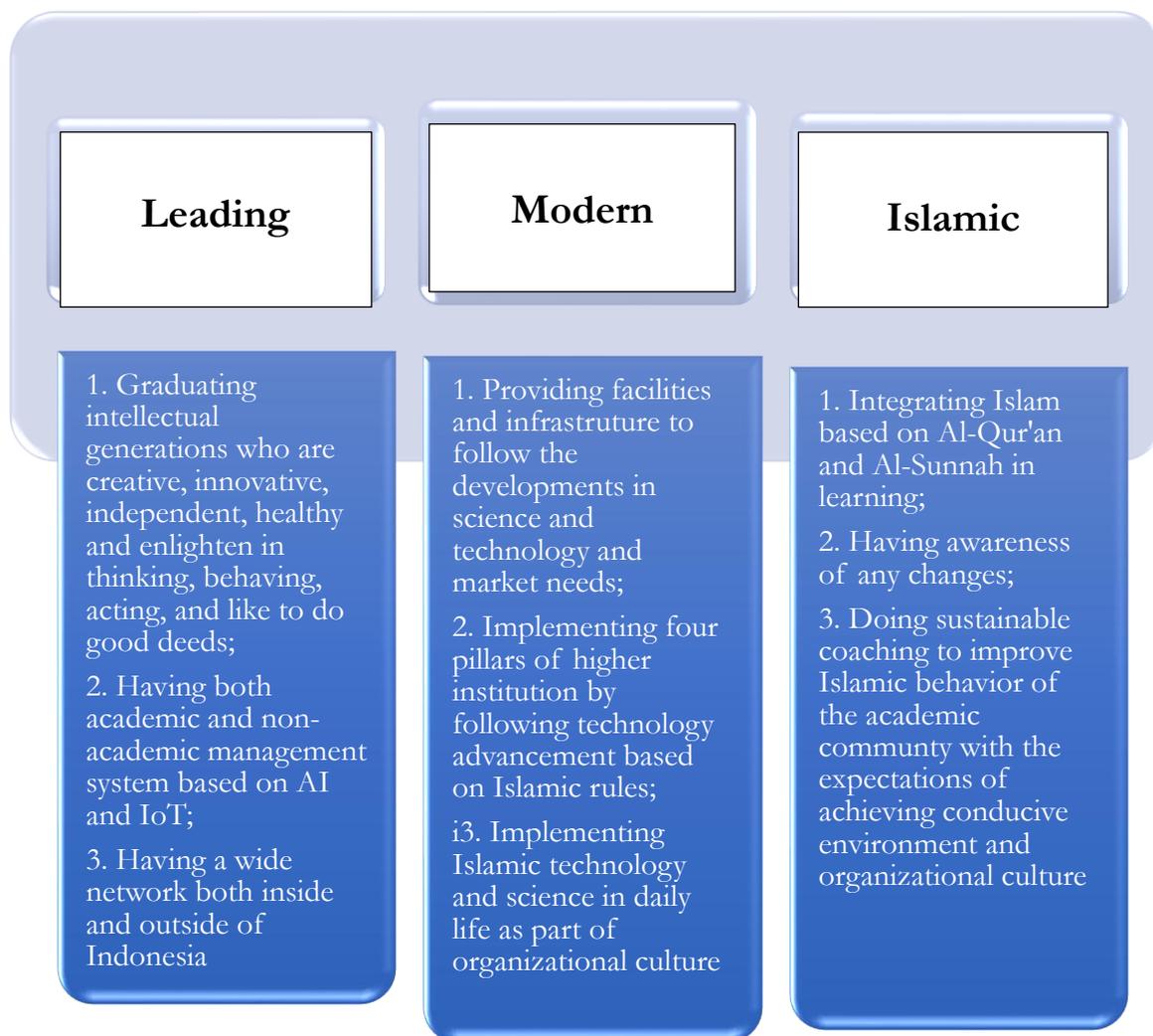
In this study, the data were analyzed by using triangulation method. (Bailey, 2018) explained that triangulation makes qualitative study more trustworthy and rigorous since the researchers need to give more comprehensive and deeper understanding of the participants and the setting. Among four strategies of triangulation, namely triangulation of data, investigator, theory, and method, the one used in this research was method triangulation. (Morgan, 2024) asserted that method triangulation uses several data collection techniques, such as interviewing, analyzing documents and observing to ensure the credibility of the sources. The results of data analysis were reported and described descriptively using human capital management model of (Mayo, 2000) consisting of 5 aspects, i.e., individual capability, individual motivation, the organization climate, workgroup effectiveness, and leadership.

FINDINGS AND DISCUSSION

Findings

Human capital management applied by Universitas Muhammadiyah Jakarta in relation to its vision and missions

As one of the biggest Islamic educational institutions in Indonesia, Universitas Muhammadiyah Jakarta emphasizes Islamic element and values in its vision and missions. The vision of this university is “to become a leading, modern, and Islamic university in 2025”. The following Figure 1 presents the vision and the meaning contained in each of the element:



**Figure 1. The vision of Universitas Muhammadiyah Jakarta
(Source: University's Strategic Plan 2021 – 2025)**

Whereas the missions are: 1) Realizing excellence in education, teaching, research, community service, and *Al-Islam Kemubammadiyah* (Islamic and Muhammadiyah studies, 2) Utilizing information technology in education, teaching, research, community service and *Al-Islam Kemubammadiyah*, 3) Improving the performance of human resources in implementing ‘*Catur*

Dharma' (the four pillars of higher education institution), and 4) Developing students to become faithful, pious, and noble graduates who have global perspective.

In terms of objectives, this university sets its goals as follows: (1) Improving the quality of graduates who master science and technology to become organization cadres, able to compete in the society and nation, based on *Al-Islam* and *Mubammadiyah* values; (2) Setting up learning achievement based on the curriculum according to education levels, namely bachelor degree, master degree, and doctoral degree; (3) Carrying out research and increasing research results' publication at both national and international levels; (4) Carrying out community service as the implementation of research results; (5) Producing human resources both in quantity and quality under their areas of expertise; (6) Providing facilities and infrastructure to support the creation of an Islamic academic atmosphere; (7) Providing integrated IT-based information system service management; (8) Establishing partnerships and cooperation with various parties that support the implementation of higher education's four pillars.

In order to achieve these goals which are align with university's vision and missions, five stages were taken by the university, namely: *First*, preparation stage. All working program plans were based on the results given by university's units including the analysis results of every study program monitoring and evaluation, internal audit, Quality Assurance Agency reports, and the programs planned by University's Planning and Development Agency in the previous years.

Second, implementation stage. The implementation of work program plans was carried out by study programs, faculties, and work units by firstly proposed to university and this proposal should contain required technical and fund budget. The proposal was then evaluated according to the initial plan. *Third*, evaluation and monitoring stage. Every accomplished work program should be reported by the head or work unit supervisor.

Fourth, control stage. At this stage, the Quality Assurance Agency of the university conducted an internal quality audit every year to determine target achievement which supported vision, missions and university's goals. This audit resulted findings, procedural deviations, unmet working program plans' achievements and also the achievements of working plans which exceeded the targets.

Fifth, improvement stage. Referring to the evaluation results, the well-targeted work programs were proceeded to be put into the following years' work program plans with the decision if they needed to be improved or retained. On the contrary, if the work programs were not realized based on the target, they would be discussed further between quality units, auditors, and the heads of work units to analyze the causes and weaknesses. The results were then to be followed up.

As seen how Universitas Muhammadiyah Jakarta managed its human capital through the 5 stages above, it is clear that the individuals in all working units worked together based on their organizational structure. The work programs were planned by referring to institution's vision, missions, and goals. The implementation of every program was well-monitored and evaluated. The institution applied a down to top management in which the work programs and all their implementation proposed by the smallest unit, i.e., study programs to be proposed, approved, monitored, evaluated, and followed-up, and then followed by the units of faculties and other work units directly under the university.

Human resources in this university were developed based on the vision of the institution. The meaning of 'Islamic' stated on the vision explained that thorough work programs planned by the university should: 1) integrate Islam values based on the Al-Qur'an and Al-Sunnah in learning process; 2) keep up with the changing era; 3) carry out continuous coaching and training in

improving Islamic behaviors in academic community to achieve a conducive environmental and organizational cultures. (Gani, 2022) further translated the vision and missions of this university as follows:

Table 1. The translation of vision and missions

Visions	Missions	Description	Value needed
1. Leading	Be excellent in the fields of education, teaching, research, community service as well as <i>Al Islam and Kemuhammadiyah</i>	To achieve excellence, all units should be able to work together and have the skills needed (Professional)	Professional, Collaborative
2. Modern	Utilizing information and communication technology (ICT) in the implementation of education, teaching, research, and community service as well as <i>Al Islam and Kemuhammadiyah</i>	To achieve the utilization of information and communication technology (ICT), every member of the university is demanded to be discipline in keeping abreast of scientific developments and technology	Discipline
3. Islamic	Carrying out education, teaching, research, community service based on Islamic ethics, values and morals	To achieve Islamic ethics, values, and morals, all individuals of this university should prioritize honesty, having integrity, can be trusted, and caring	Honest, Integrity, Trustworthy, Caring

Source: (Gani, 2022)

Strategic plans employed by Universitas Muhammadiyah Jakarta and key performance of its human resources to fulfill the implementation of human capital management in the efforts of achieving excellent accreditation

In the preparation of achieving excellent accreditation, Universitas Muhammadiyah Jakarta formulated and designed strategic plans related to its human capital as presented in the following Figure 2:

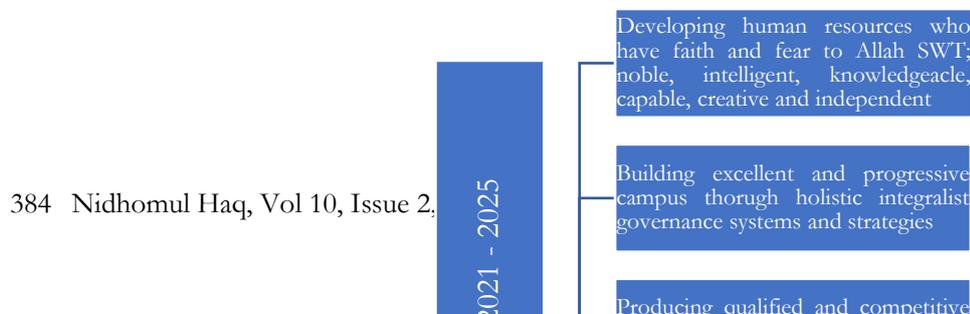


Figure 2. University's strategic plans (2021 – 2025)

The human resources in this institution are referred to lecturers, education staff/employees, and students.

Lecturers

Until 2024, total number of lecturers was 650. In terms of performance, the qualifications of lecturers are commonly classified into three, i.e., 1) certification (certified and non-certified); 2) academic qualification (master or doctoral degree holders; 3) functional positions (expert assistance, assistant professor, associate professor, professor). The following Figure 3 displays the qualification profile of Universitas Muhammadiyah Jakarta's lecturers:

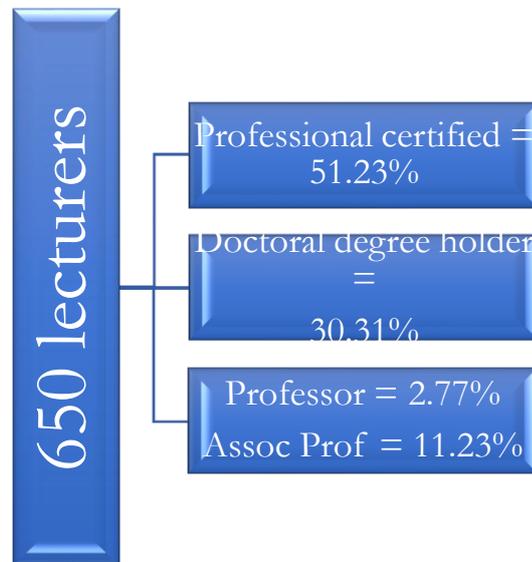


Figure 3. Qualification profile of lecturers

Additionally, to motivate the lecturers, in the last five years (2021-2025), the institution also managed rewards for the lecturers in terms of research and publication. The achievement can be seen in the following Table 2:

Table 2. Lecturers’ publication awards

Key Performance Indicators	Baseline	Targets				
	2020	2021	2022	2023	2024	2025
Publication Awards (Scopus-indexed/ WOS/ SINTA 1)	-	66	73	80	95	100

As part of the implementation of its vision and missions, Universitas Muhammadiyah Jakarta formulated key performance indicators as follows:

1. Establishing vocational schools and LSP accredited by BNSP and KAN in 2024
2. Having published research articles in all national accredited SINTA journals (50 journals)
3. Having at least 1 industrial patent product per faculty annually
4. Having two published research articles accredited by SINTA 1 and or indexed by SCOPUS in 2023 and 2024
5. Setting a target of achieving ‘excellent’ accreditation in 2024
6. Setting a target of reaching international accreditation (AUN) in 2025

In terms of the next five years target, the university has set goals to create a superior and progressive campus through a holistic, integralist management system and strategy by creating, developing and disseminating science and technology, and arts for the benefit of the society, nation, state, and all its human resources. In accordance to these goals, this institution has been employing human capital management as follows:

1. Increasing the capacity and quality of educators and education staff who are technological-based learning systems proficient to support the creation, development, and dissemination of science and technology, and arts;
2. Improving the performance and accountability of modern and Islamic campus governance through holistic, integralist governance systems and strategies.

To realize the goals, university has formulated ‘Key Performance Index’ as the target of the management (2026 – 2030) as pictured in below Figure 4:



Figure 4. Management target in 2026 - 2030

Education staff

The vision, missions and goals of this university will be achieved well with the great supports of other human resource; education staff. These individuals work ‘behind the scene’. In the past five years behind (2021 – 2025), they were managed to have performance and target as outlined on Table 2 below:

Table 2. Employees’ key performance indicators and targets

No	Key Performance Indicators	Targets					
		Baseline 2020	2021	2022	2023	2024	2025
1	Remuneration based-performance		Preparing system development and dissemination	Trial and implementation	Implementation	Implementation and evaluation	Implementation
2	Employee competency index		System design and management	Mapping, measurement, and assessment	10% competent	25% competent	50% competent
3	Employee career paths		Making rules, SOPs, and career systems	Structuring career paths	Implementation of employees’ careers	Implementation of employees’ careers	Evaluation of employees’ careers
4	Best employee awards		Per Faculty every year	Per Faculty every year	Per Faculty every year	Per Faculty every year	Per Faculty every year
5	Employee retirement fund		Institution’s design, management and proposal to the authorities/ government	Calculating and managing the amount according to the policy of 20 billion allocation	10% increase	15% increase	20% increase

Source: University’s Strategic Plan 2021

Students

The number of student-body of 20.437 in 2024 showed that Universitas Muhammadiyah

Jakarta is one of popular Islamic universities which gains positive attention from the society. This institution is committed to “graduate quality and competitive human resources who are able to apply their knowledge in the form of a truly Islamic society”. To achieve this, both the students and campus environment where they grow and learn outside of the class has been taking into account by:

1. Increasing the capacity and quality of students and alumni activities that produce qualified human resources able to compete in the national and international levels;
2. Increasing students’ performance organizations that encouraged the establishment of ‘independent campus’ which is educating, enlightening, and progressive.

In the preparation of the accreditation, several targets which had been achieved until 2024 were: 1) having students as the awardees of ASEAN CTS scholarship; 2) providing student-integrated academic service automated pavilion system; 3) campus-students free learning program as part of ‘*Merdeka Belajar*’ (independence learning) curriculum; 4) student assistance program; 5) students’ achievement improvement; and, 6) building 30 start-ups as the realization of entrepreneur subject.

In 2024, the university had graduated more than 35.000 students spreading across various sectors; governmental, private, and entrepreneurial. Tracer study conducted by the university annually revealed that among those graduates, 20.437 of them had met the university’s commitment as aforementioned above. It was found that the average study period of the students was between 8.5 to 8.9 semesters. The waiting time for graduates of every study program to get a job was ≤ 6 months, and the percentage of job suitability with graduates’ major was up to 6.3%. On the average, the Grade Point Average (GPA) reached in 2024 by undergraduates was 3.59 and by post graduates was 3.74. In the academic field, students’ achievement was vast emphasizing on excellence and competitiveness over the past three years (2022 – 2024). There were 98 students achieved academic achievement at the provincial/regional level, 122 students reached academic achievement at the national level, and 8 students succeeded academic achievement at the international level.

DISCUSSION

As it was stated earlier, this qualitative research employed HCM model of Mayo (2000). According to Mayo (2016), the successful of an institution either public or private, dependent upon two elements, i.e., (1) the capability of the people, and (2) the commitment and productivity of these people. There are five components proposed by Mayo (2000) related to human capital, namely: (1) individual capability; (2) individual motivation; (3) leadership; (4) the organizational climate; (5) work-group effectiveness (Aswin et al., 2021). These five facets of HCM model were applied by Universitas Muhammadiyah Jakarta in managing its human capital in its preparation to achieve excellent accreditation.

Human capital management applied by Universitas Muhammadiyah Jakarta in relation to its vision and missions as an Islamic university

As an Islamic higher education, Universitas Muhammadiyah Jakarta has the vision, missions and goals contained Islamic and *Kemuhammadiyahan* values. As (Ilman et al., 2021) said that all aspects of human education (spiritual, intellectual, and physical) are holistically and simultaneously encompassed in Islamic education. The translation of Universitas Muhammadiyah Jakarta’s vision; leading, modern and Islamic implemented through its missions in which every activity and or

work-practice is based on Islamic values show that this organization has been building an Islamic academic climate/culture as one of Mayo's HCM elements.

In practice, this university has been carrying out Al-Islam and *Kemuhammadiyah* (AIK)-based activities including: 1) AIK basic orientation for new students before attending AIK lectures; 2) a mandatory of AIK orientation for all new students; 3) *Baitul Arqam* for all students; 4) *Baitul Arqam* for all lecturers and education staff; 5) Darul Arqam leadership; 6) Al-Qur'an reading development for students and education staff; 7) fostering Al-Qur'an memorizing; 8) *Halaqah Tarjih*; 9) women's madrasah; 10) Islamic literacy study; 11) Tadarus and routine recitation; 12) Friday for AIK; 13) *Hijri* calendar; 14) AIK coaching at ORTOM; 15) AIK-based community service; 16) AIK integration in research; 17) AIK comprehensive examination; 18) congregational prayer movement and *zhuhur* cult; 19) *Tarhib Ramadhan* and the broadcasting of *Ramadhan* activities as every Faculty; 20) ISMUBA Olympiad (Al-Islam *Kemuhammadiyah* and Arabic); and 21) e-AIK digitalization system.

Challenges and opportunities faced in fostering AIK as values that should be carried out by all of the academic community at the institution were to change the AIK governance paradigm, which tended to be normative, into creative and innovative programs. One of them was building national AIK center, which was not just a reference in fostering and internalizing AIK learning into intra and extracurricular activities, but it also served as a beacon for information on various matters related to the history of AIK, manuscripts related to the missionary journey of the organization, AIK's learning model, which was of national standard, as well as being an example for certification activities or *Muhammadiyah's da'wah* model which was known to be polite and populist, and so on.

All AIK activities, beside the other three pillars of Indonesian higher education (teaching, doing research, serving the community) are organized under professional leadership of university management. (Gallagher et al., 2023) argued that both leaders and systems of human resources are pivotal aspects to managing units in organizations. This opinion clearly explains that managing human capital in an organization cannot separate the roles of its leaders and human resources. Down to top system in proposing all activities and work practices at Universitas Muhammadiyah Jakarta which is from the smallest units (study program) to the faculty and then to the university shows that the flow of leadership management runs very well.

It is undebatable that all work plans should be done in a work-group by ensuring that individuals involved are capable and motivated to carry out their job description. Therefore, the effectiveness of work-group should be ensured to achieve the institution's goals. In this vein, the ways the university managed its human capital played critical role. As discussed in the findings above, the alignment of human capital management with university's vision, missions and goals in preparing accreditation were well-managed and applied in five stages. First, preparation. At this stage, all working units of the institution worked together according to the organizational structure. All the results were then being analyzed through SWOT (strengths, weaknesses, opportunities, and threads) to harmonize the work programs based on every unit's strategic plans.

These work programs should also be completed according to the budget plan which was viewed from government regulations, resources capabilities, every study program association/profession, and community/user demands. The proposed work programs were discussed in leaders plenary meeting of university, faculties, study programs, and all work units. The results of this meeting were put in the operational plans of faculties, study programs, and work units and then stated as university operational working program plans. The final results of these

operational working plans should be officially approved by Daily Governing Body and University Senate Committee before they were used as a reference for the institution to make University Revenue Expenditure Budget Plan. Second, implementation. The implementation of any program should be under supervision of the head program and or work unit supervisor to ensure that the implemented program was held on time and suitable with the plan.

Third, evaluation and monitoring. By the end of the working plan time in each academic semester, all the reported work programs were evaluated together by the Quality Control Group at the level of study program and by the Quality Control Unit at the faculty level. Meanwhile, work programs of other units were evaluated by the Quality Assurance Agency of the university. In terms of teaching and learning process and also educational staff service, the evaluation involved the students to give their opinions online through an online questionnaire linked to university's Learning Management System (LMS), hence, the responses would be more valid without any intervention. Fourth, control. These evaluation of control results were used to evaluate all operational working plans of all work units as the references to make improvements in the following year's operational plan. Besides, in terms of audit, the results were used as follow-up recommendations to the person in charge of the work unit in the form of policy and reward and punishment. Besides, the results of all work units were used to improve work unit strategic plans every five years. These results became the consideration aspects to issue recommendations to change work programs' strategies and targets which were found to be ineffective.

Fifth, improvement. All the results of implemented and unmet work programs were reported and discussed in Management Review Meeting held every year in each unit of study program, faculty, and university to plan the steps needed for the sake of improving both quality standards and programs' strategies and objectives.

Having seen the accomplishment of all works in every stage, it was clear that five components of Mayo's HCM were effectively applied. First, individual capability, which was seen in the work-load handled by the assigned individuals who work in all work units. Second, individual motivation was measured from the accomplishment of every work-load. Third, leadership, the down-to-top management in terms of preparing, proposing, and carrying out all work programs was well managed from the lowest work unit to the highest. Fourth, organizational climate, having Islamic values and *Kemuhammadiyah* in its vision, missions, and goals, all human resources and work activities were managed to have Islamic and *Kemuhammadiyah* values. Fifth, work-group effectiveness, all individuals worked together under with their own capability and high motivation, under Islamic organizational culture and professional management to achieve excellent accreditation. These findings were in line with what Bucăța and Tileagă (2023) argued that universities' missions and resources can become the factors which influence the contribution of institutions to human capital development.

Strategic plans employed by Universitas Muhammadiyah Jakarta and key performance of its human resources to fulfill the implementation of human capital management in the efforts of achieving excellent accreditation

In the efforts of achieving excellent accreditation in 2024, Universitas Muhammadiyah Jakarta set strategic plans for the last five years behind (2021 – 2025) which required the contributions of all its human resources to carry out all the work-plans. There were five plans focusing on the management of human capital. *First*, developing human resources who have faith and fear to Allah SWT in which individuals who are noble, intelligent, knowledgeable, capable,

creative and independent. As an Islamic higher institution, Universitas Muhammadiyah Jakarta has ‘*Catur Dharma*’ (four pillars), i.e., *Al-Islam* and *Kemuhammadiyah*, teaching, doing research, and serving the community. As the first pillar, all individuals in this institution are expected to have the characters of: (1) *Siddiq*, speaking right words and doing right deeds; (2) *Tabligh*, having the ability to communicate vision and missions and build team-work; (3) *Amanah*, can be trusted (trustworthiness), the job should be accomplished well; (4) *Fathanah*, intelligent and understand the field of work.

Second, building excellent and progressive campus through holistic integralist governance systems and strategies. Ismail, et al. (2018) explained that integrated and holistic education system combine natural sciences, social sciences, and divine sciences applied in the curriculum to uphold Islamic-based education into the curriculum. As it can be seen from its vision, missions, and goals, which contain Islamic values, the implementation of holistic integrative campus governance was seen to be the most appropriate system taken by Universitas Muhammadiyah Jakarta. Rashed and Timari (2021) further said that an Islamic-based concept integrated curriculum does not only incorporate knowledge into the master curriculum with each subject but it also integrates all types of knowledge either theory or practice which contributes to the aspects of shariah, faith, and *akhlak* as the implementation of faith and piety to Allah SWT. In this context, holistic integralist system used by Universitas Muhammadiyah Jakarta in its educational systems aimed to graduate students who were emotionally, spiritually, mentally, and intellectually balanced.

Third, producing qualified and competitive human resources who are capable to practice their knowledge in truly Islamic society. In terms of capability, Universitas Muhammadiyah Jakarta set key performance indicator for both lecturers and education staff, while the students were supported and encouraged to be actively engaged in any activities both outside and inside campus. Key performance indicators for lecturers and education staff were complimented by rewards, hence it built the motivation of all individuals. Previous studies showed that reward and motivation positively and significantly affected job performance of the employee (Bardach & Murayama, 2025; Kumari & Kumar, 2023; Ndungu, 2017). *Fourth*, building *Al-Islam* and *Kemuhammadiyah* values which educate and enlighten human’s life. The values of Islam and Muhammadiyah as contained in the vision, missions, and goals of the institution should obviously put into the strategic plans in order to figure out how the institution interpreted its vision, missions and goals into its human resources’ daily activities.

Fifth, realizing prosperity for lecturers and employees and creating superior, competent, professional and Islamic human resources. All work plans could be realized only if the human resources worked in a prosperous life. (Gottfredson et al., 2025; Srirahayu et al., 2023) stated that innovative behaviors of employees occurs if the individuals in the workplace generate and implement useful and new ideas, giving contributions to the development and continuity of organization in competitive situation. While innovative behavior is closely related to work prosperity (Novaes et al., 2020). Work prosperity build the environment of organization which fosters the encouragement of employees, strengthen the commitment of organization, and promote creativity and growth (Dias et al., 2023). All these opinions were reflected in the effort of Universitas Muhammadiyah Jakarta to improve the prosperity of all its human resources so that they become a very important assets of the university. In sum, a study of (Delery & Roumpi, 2017; Lin et al., 2017) stressed that there was a closely relationship between the strategic measures and human capital which contribute to competitiveness and success.

CONCLUSION

This study focused on reporting two issues regarding the research problems. First, HCM applied by Universitas Muhammadiyah Jakarta in relation to its vision, missions, and goals were carried out in five stages, i.e., preparation, implementation, monitoring and evaluation, control, and improvement, in which all the work plans in every stage were based on Mayo's HCM model covering five components; individual capability, individual motivation, leadership, organizational climate/culture, and work-group effectiveness. Second, in order to fulfill the implementation of its vision, missions, and goals, this university set strategic plans and formulated key performance indicators for all human resources (lecturers, education staff, students).

The results of this study contribute to both theories and practices of human capital management in terms of university's achievement of excellent accreditation. The theories of human capital management explain that as the assets of an organization, humans need to be managed, hence they will become valuable sources to support institution's goals through its vision and missions. In practice, applying effective human capital management needs strategic plans and one of them is by designing standard indicators to measure key performance of all activities carried out by human resources of the institution. Thus, this research work strongly recommends universities which are currently in the efforts of achieving excellent accreditation to manage their human capital as effective as possible according to their vision, missions and goals.

The researchers identified several limitations of this research work, including: reporting quantitative data on how the university measured the work progress of accreditation task force on a certain period of time and how they made improvement based on the evaluation results. Besides, leadership style of the management was not widely discussed either. These drawbacks will become beneficial recommendations for future studies to complement this research and give broader insights to higher institutions which are still struggling to achieve excellent accreditation.

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