

Development of a Character-Based Human Resource Management Model from an Educational Administration Perspective

Firmansyah^a, M. Irfan^a, Renni Sartika^a, Haeril^a, Arief Hidayatullah^b

^aPublic Administration Department; Mbojo University, Bima, Indonesia

^bCommunication Science Department; Mbojo University, Bima, Indonesia

Corresponding Author Email: firmansyah@universitasmbojobima.ac.id

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi dan mengidentifikasi tantangan serta potensi yang terkait dengan pengembangan model pengelolaan sumber daya manusia (SDM) yang berorientasi pada pendidikan karakter di Universitas Mbojo Bima, Nusa Tenggara Barat. Pendekatan penelitian ini menggunakan metode deskriptif kualitatif yang melibatkan observasi, wawancara, dan dokumentasi pada level kampus di Universitas Mbojo Bima. Hasil dan pembahasan dari penelitian ini menyoroti pentingnya seleksi staf pengajar dan karyawan yang memiliki komitmen terhadap pendidikan karakter, pengembangan program pendidikan yang mencakup aspek karakter dan nilai-nilai moral, integrasi nilai-nilai karakter dalam kurikulum, pengembangan kebijakan dan prosedur yang mendukung pembentukan karakter mahasiswa, serta evaluasi dan peningkatan berkelanjutan dalam menjaga kualitas dan relevansi program pendidikan karakter. Dari temuan penelitian ini, diharapkan dapat memberikan kontribusi penting dalam meningkatkan kualitas pendidikan tinggi di Indonesia dan memperkuat karakter serta moralitas generasi muda.

Kata kunci: Pengembangan, SDM, Administrasi, Pendidikan, Karakter

Abstract

This research aimed to explore and identify the challenges and potentials associated with the development of a human resource management (HRM) model oriented towards character education at Mbojo Bima University, West Nusa Tenggara. This research utilized a qualitative descriptive method involving observation, interviews, and documentation at the campus level of Mbojo Bima University. The findings and discussions of this research highlighted the importance of selecting teaching staff and employees who are committed to character education, developing education programs that encompass character and moral values, integrating character values into the curriculum, developing policies and procedures that support the formation of student character, as well as evaluating and improving the quality and relevance of character education programs. It is expected that the findings of this research will contribute significantly to improving the quality of higher education in Indonesia and strengthen the character and morality of the younger generation.

Keywords: Development, HRM, Administration, Education, Character

Introduction

The development of a human resource (HR) management model that focuses on character education has become increasingly important within the context of higher education administration (Lengnick & Lengnick, 2011) (Kamaluddin, 2024). Higher education institutions play a strategic role in shaping the character and moral values of students, as they are environments where students spend a significant amount of time engaging in learning and self-development (Tayeb, 2005); (Paadi, 2014). As centers of higher education, these institutions bear the responsibility of preparing students to be individuals who are not only academically competent but also possess strong character and good work ethics. In this regard, HR management oriented towards character education becomes crucial in supporting the educational goals of higher education institutions (Özçelik & Ferman, 2006); (Chlivickas, 2015).

One of the aspects that need to be considered in the development of an HR management model focused on character education in higher education is the assessment and selection of faculty and staff. Selecting faculty and staff who are committed to character education will help create a conducive learning environment for students (Ren et al., 2018). By having staff with strong character, the university can become an inspiring place for students to shape their character (Fajana et al., 2011).

Furthermore, the development of an HR management model focused on character education in higher education also involves developing educational programs that incorporate aspects of character and moral values (Dhiraj et al., 2020); (Gill, 2018). Higher education institutions must ensure that the curriculum and teaching methods they employ pay attention to character (Beardwell & Claydon, n.d.); (Лифшиц & Lifshits, 2017). In addition, they must provide opportunities for students to develop the skills and attitudes necessary to become moral leaders in society (Huemann et al., 2007); (Truss et al., 1997); (Hayton, 2003).

Next, HR management focused on character education in higher education also includes the development of policies and procedures that support the formation of students' character (Mijatović et al., 2020); (Szelągowska-Rudzka, 2018). These policies and procedures should promote character values in daily activities at the university (Aycan et al., 2007). This includes the development of reward and sanction systems aligned with character values, so that students can understand the consequences of their actions (Idrus, et.al, 2023).

Moreover, HR management oriented towards character education in higher education also requires ongoing evaluation and improvement (Llorens & Battaglio, 2010). This evaluation should include monitoring and assessing the effectiveness of the character education programs that have been implemented, as well as making adjustments necessary to improve the quality and relevance of these programs (Mahoney & Deckop, 1986); (Boxall, Peter., Purcell & Wright, 2007). By conducting ongoing evaluation and improvement, higher education institutions can ensure that the HR management model oriented toward character education they apply can have a positive and significant impact on shaping students' character (Zhou & Zheng, 2023).

In this context, Mbojo Bima University has a significant responsibility in ensuring that its students are not only academically competent but also possess good character. The importance of developing an HR management model focused on character education at Mbojo Bima University is also related to the role of higher education in preparing students to become moral leaders in society.

The development of an HR management model focused on character education has become increasingly important in the context of educational administration at Mbojo Bima University. Mbojo Bima University is one of the higher education institutions aimed at producing a generation of youth who excel academically and possess strong character and good

work ethics. However, in the face of modern challenges such as global competition and technological advances, developing an HR management model focused on character education at Mbojo Bima University presents several challenges.

One of the main challenges is the selection and training of competent and highly-integrated faculty and staff. Forming a quality and committed management team that applies character values is key to this process. However, at Mbojo Bima University, recruiting faculty and staff who align with the character values to be instilled in students may be difficult due to competition between universities in recruiting quality educators and staff (Muflihin, 2019).

Another challenge is the integration of character values within the curriculum and teaching methods. The curriculum at Mbojo Bima University must be able to combine academic learning with the formation of strong character. However, in some cases, the curriculum and teaching methods are still focused on academic aspects and may give less attention to character development (Keegan & Boselie, 2006).

Additionally, the development of policies and procedures that support the formation of student character presents its own challenges. The administration of Mbojo Bima University must design policies that promote character values in daily campus activities. This may include the creation of reward and sanction systems aligned with character values, as well as efforts to improve relationships between the university, students, and society.

Therefore, this research aims to understand the challenges and potential development of an HR management model focused on character education at Mbojo Bima University, Nusa Tenggara Barat. In this context, the main objective of the research is to identify obstacles and constraints faced by the university in creating an educational environment focused on the development of student character. Furthermore, this study aims to provide recommendations and strategies to overcome these challenges, as well as strengthen policies and practices in HR management that focus on character education.

By understanding the challenges and potential development of an HR management model focused on character education at Mbojo Bima University, this study is expected to provide a significant contribution to the field of educational administration. The findings of this research can help the university identify policies and practices that can strengthen character education within the higher education environment. Additionally, this research can offer valuable insights for other educational institutions facing similar challenges in creating a conducive learning environment for character formation. Thus, this research can make an important contribution to efforts aimed at improving the quality of higher education in Indonesia and strengthening the character and morality of the younger generation.

Research Method

In this study, the researcher employed a descriptive research design with a qualitative approach. The research was conducted at Universitas Mbojo Bima from September to December 2023. This location was deemed highly strategic for examining case studies and addressing emerging issues. The research subjects were selected through purposive sampling, consisting of Heads of Departments and six academic programs at Universitas Mbojo Bima. Data collection techniques included observation, interviews, and documentation. Once all the necessary data had been comprehensively gathered from the field, the next phase involved data analysis. This study utilized an interactive model of data analysis, comprising three main stages: data reduction, data display, and conclusion drawing/verification (Idrus, 2009).

Result and Discussion

Pengambilan data penelitian screening dilakukan secara digital yaitu melalui pengisian google form yang diberikan kepada seluruh siswa perempuan di sekolah SMP GIKI 1 Kota Surabaya. Dari data yang terkumpul, penulis memisahkan siswi yang memiliki keluarga bercerai dan tidak. Dari total 245 siswi putri yang mengisi link, didapati 62 anak yang mengalami perceraian keluarga. Dari 62 tersebut, kemudian dipisahkan oleh penulis berdasarkan kesediaan calon partisipan penelitian untuk mengikuti terapi kelompok ini, dan didapati 19 anak yang bersedia. Kemudian, dari 19 anak yang bersedia tersebut, penulis memisahkannya lagi berdasarkan alat ukur Tennessee Self-Concept Scale: Second Edition dan memilih anak-anak yang memiliki skor nilai konsep diri negatif yang lebih besar daripada konsep diri positifnya, sehingga didapati 9 anak. Setelah wawancara awal dengan 9 anak tersebut, didapati 1 anak ternyata tidak mengalami kehilangan peran ayah karena perceraian, sehingga total calon partisipan penelitian yang benar-benar sesuai kriteria penelitian ini adalah 8 anak. Penulis kemudian membagi menjadi 2 kelompok secara random, yaitu kelompok kontrol dan eksperimen. Pengacakan dilakukan dengan menggunakan metode simple randomization dengan bantuan random number generator, yaitu menggunakan alat bantu berupa software untuk membagi nama dalam 2 kelompok secara acak, dimana penulis sebelumnya telah memutuskan bahwa grup 1 adalah kelompok eksperimen, dan grup 2 adalah kelompok kontrol.

Higher education institutions are places where students not only acquire academic knowledge and skills but also shape their character and moral values. Therefore, developing a human resource management (HRM) model oriented towards character education is crucial in higher education (Lengnick-Hall et al., 2011). An HRM model focused on character education enables universities to create a conducive learning environment for students' character development. This implies that teaching staff and employees should be selected based on their commitment to the character values intended to be instilled in students (Kamaluddin, 2024).

To discuss the findings of this study, the researcher limits the discussion to several subtopics, including the quality of staff and employee selection, training and development, integration of character values into the curriculum, development of policies and procedures, and efforts for continuous evaluation and improvement.

Selection of Teaching Staff and Employees

The selection of teaching staff and employees is a crucial process in creating human resources oriented towards character education at Mbojo Bima University. This process goes beyond merely selecting candidates with the best academic qualifications; it also ensures that teaching staff and employees demonstrate a strong commitment to the character values intended to be instilled in students.

Mbojo Bima University employs a holistic selection process that evaluates multiple aspects, including academic qualifications, work experience, character values, as well as interpersonal skills and abilities. This approach ensures that teaching staff and employees are not only academically competent but also possess strong character traits and the capacity to shape students' character effectively.

The selection process also involves in-depth interviews. These interviews are designed not only to assess the qualifications and experience of prospective staff but also to evaluate their alignment with the character values upheld by Mbojo Bima University. The interviews provide candidates with an opportunity to demonstrate their commitment to character education. Additionally, beyond academic abilities, candidates are evaluated based on their attitudes and work ethics. This evaluation includes assessments of their reputation and professional references, as well as situational tests or simulations aimed at measuring

candidates' attitudes and work ethics. These measures are crucial to ensure that teaching staff and employees exhibit high integrity and moral standards.

The selection process at Mbojo Bima University involves a selection committee comprising various stakeholders, including lecturers and administrative staff. The diversity within the selection committee ensures that the process is inclusive and considers multiple perspectives and interests. This approach helps guarantee that selected candidates can effectively support character education at the university.

Moreover, Mbojo Bima University has established clear and measurable selection criteria to ensure that the process is objective and transparent. These criteria include educational requirements, work experience, and the character values expected from prospective staff. This ensures that the selected candidates possess the necessary competence and commitment to support character education at the university.

Training and Development

Training and development play a crucial role in Mbojo Bima University's efforts to create human resources oriented toward character education. This process ensures that teaching staff and employees acquire the necessary knowledge, skills, and competencies to support character education within the university (Tayeb, 2005).

Mbojo Bima University has established a continuous training program for teaching staff and employees. These programs cover a wide range of topics, including character education, work ethics, interpersonal skills, and conflict management. Designed to enhance staff knowledge and skills in supporting character education, these training sessions are conducted regularly, employing active learning methods such as group discussions, case studies, simulations, and role-playing. These methods engage participants actively, enabling them to gain deeper insights and practical applications of character education principles in daily interactions.

Moreover, Mbojo Bima University collaborates with expert instructors and practitioners in character education to ensure high-quality training delivery. These experts provide well-curated training materials and mentorship, ensuring that participants gain a thorough understanding of character education concepts and principles.

In addition to general training, Mbojo Bima University organizes specialized character education workshops focusing on the university's core character values and their application in daily student interactions. These sessions enable staff to better comprehend the importance of character education and their pivotal role in fostering it.

The university also mandates Academic Aptitude Training (Pelatihan AA) and Instructional Skills Training (Pekerti) to support character education. While the AA program emphasizes foundational academic competencies, Pekerti focuses on moral and ethical aspects of education. For instance, the AA program helps teaching staff uphold high academic standards, such as active student engagement and continuous evaluation, while Pekerti emphasizes values like integrity, responsibility, and teamwork in academic settings. Combined, these programs ensure that staff develop both academic rigor and character-driven approaches in teaching and daily student interactions.

Integration of Character Values into the Curriculum

The integration of character values into the curriculum is a crucial step in Mbojo Bima University's efforts to produce human resources oriented toward character education. The university's curriculum is designed to promote values such as integrity, responsibility, collaboration, and creativity.

At Mbojo Bima University, the curriculum includes courses specifically designed to

instill character values. These courses address topics such as ethics, leadership, and personal development. Additionally, the curriculum incorporates subjects that help students develop interpersonal skills and resolve conflicts effectively.

The importance of a comprehensive curriculum design cannot be understated in the context of higher education, especially when considering character development. It is not merely about embedding character values into learning materials but also about ensuring that the overall educational experience fosters an environment conducive to building strong character. A well-rounded curriculum is designed to meet students' holistic needs, encompassing not only academic aspects but also character and skills essential for real-world success.

The curriculum includes courses that support character formation, such as ethics, leadership, and interpersonal skills. A comprehensive curriculum fosters an educational environment that encourages the character development of students by integrating character values into the curriculum and incorporating teaching methods that promote character building, such as active learning approaches and extracurricular projects.

By adopting a comprehensive curriculum, students are better equipped to face real-world challenges, where strong character often becomes the key to success. This curriculum helps students develop the skills and attitudes needed to become responsible and ethical leaders. Furthermore, it broadens students' understanding of various aspects of life, including character values.

Equally important are the teaching methods practiced at Mbojo Bima University, which are designed to promote character building. For instance, active learning approaches such as group discussions and case studies help students understand and apply character values in real-world situations.

Development of Policies and Procedures

The implementation of policy and procedure development is a crucial step in Mbojo Bima University 's efforts to create human resources oriented toward character education. The development of policies and procedures that support character education ensures that character values become an integral part of campus life and provide strong support for students in shaping their character.

One of the first steps in implementing policy and procedure development is the establishment of clear and measurable policies. These policies include the necessary guidelines to promote character education at the university, as well as procedures that must be followed by teaching staff and employees in supporting character education. The establishment of a Character Education Policy is a critical first step in Mbojo Bima University 's efforts to create human resources oriented toward character education. This process involves creating clear and measurable policies and guidelines that support the development of good character among students. These policies include guidelines on desired character values, such as integrity, responsibility, and cooperation, as well as procedures to be followed by teaching staff and employees in supporting character education. Thus, the establishment of character education policies ensures that character values are embedded in campus life and provide strong support for students in shaping their character.

Research findings indicate that in the effort to implement policy and procedure development, Mbojo Bima University first strives to establish assessment procedures that include the evaluation of character values, in addition to academic assessments. For instance, in addition to exams and assignments, students are also evaluated based on how they demonstrate values such as responsibility and cooperation in group projects and extracurricular activities. Second, the university develops a system of rewards and sanctions that underscores

the importance of character values in campus life. For example, students who demonstrate commitment to character values may receive special recognition or be appointed as role models for others, while violations of character values may lead to disciplinary sanctions. Third, the commitment of teaching staff and employees to support character education at the university is established. This may include regular training for staff, as well as the establishment of professional behavior standards that encompass character values. For example, teaching staff are expected to set a good example for students, both in the classroom and in daily interactions. Fourth, the university forms partnerships with external organizations, such as social institutions or companies, that are committed to character development. For example, cooperation with volunteer organizations for social projects that promote character values, or involving companies in activities such as mentoring or internships, which help students practice character values in the workplace.

Evaluation and Continuous Improvement Challenges

Evaluation and continuous improvement are essential steps in addressing challenges and developing a human resource management model oriented toward character education at Mbojo Bima University. The evaluation process allows the university to assess the effectiveness and efficiency of its existing human resource management model, while continuous improvement ensures that this model is constantly enhanced to achieve the goals of character education (Paadi, 2014).

Research findings indicate that since 2022, Mbojo Bima University has initiated an engaging project: the development of sustainable character education. This project is part of the university's effort to strengthen human resource management (HRM) focused on producing graduates with strong character. The evaluation of this project reveals significant achievements and challenges that need to be addressed to ensure its sustainability and continuous improvement.

First, in terms of achievements, Mbojo Bima University has successfully built collective awareness and commitment to integrate character education within higher education. In various aspects of academic activities, characteristics such as integrity, discipline, courage, cooperation, and innovation have become integral to students' learning experiences. This is evident in activities ranging from the curriculum to extracurricular activities.

Second, Mbojo Bima University has demonstrated significant dedication to building a sustainable character education ecosystem. They have embedded character values into teaching systems, campus management, faculty development, and student learning. Additionally, the university has collaborated with various external stakeholders to extend the impact of their character education programs.

Third, Mbojo Bima University has developed a systematic assessment and reporting framework to measure the effectiveness of character education programs. Using suitable methods, they can track student progress in achieving the predetermined character competencies. This evaluation provides valuable insights for Mbojo Bima University to refine their programs.

However, there are several challenges that need to be addressed for the program to be sustainable and continuously improved. First, Mbojo Bima University needs to continue developing and strengthening networks with local educational and business communities to support character education. This includes building strong partnerships with various institutions and organizations that possess competencies and experience in character education.

Second, financial sustainability of the program must be considered. Character education should not be separated from adequate financial resources. This requires clear and structured financial planning, as well as effective fundraising strategies to ensure long-term sustainability.

Third, the understanding and commitment of faculty and staff in character education must be continuously improved. Faculty and staff are the primary agents responsible for implementing and supporting this program, so UMB should provide adequate training and support to enable them to play an effective role. It is also important to strengthen the support from various stakeholders, including the government, industry, and society. This program should be seen as a shared responsibility, and Mbojo Bima University should continue to communicate and interact with external stakeholders to expand the program's impact.

Fourth, evaluation and development of character education programs must be an ongoing process that involves the participation of the entire campus community. This will ensure that the program continues to evolve and be updated in response to changing needs and contexts. By continuously strengthening the role and contribution of this program to individual and community development, evaluations should not only include quantitative assessments but also deep qualitative understanding of the program's impact on student character development and its contribution to society.

To address these challenges, Mbojo Bima University needs to ensure that character education is not just an isolated initiative but an integral part of the campus identity and culture. This requires strong cooperation and ongoing commitment from the entire campus community, along with sustained support from external stakeholders. By doing so, Mbojo Bima University can build a solid foundation for human resource management that is oriented toward character education, making significant contributions to student and societal development.

Conclusion

In order to develop a human resource management model oriented toward character education at Mbojo Bima University, West Nusa Tenggara, this research has identified several relevant challenges and potentials. The findings indicate that the selection of faculty and staff committed to character education, the development of educational programs encompassing character aspects and moral values, the integration of character values into the curriculum, the development of policies and procedures supporting the formation of student character, as well as the evaluation and continuous improvement to maintain the quality and relevance of character education programs, are crucial factors that need attention. By implementing the recommendations derived from this study, it is expected that the quality and relevance of character education programs at Mbojo Bima University will improve, thereby contributing positively to the development of character and morality in the younger generation.

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