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## **The excellence of Lecturer HR in Increasing Competition in Research-Based Higher Education Services**

### **Abstract**

The excellence of lecturer resource excellence in efforts to increase university competition through research activities is a fascinating study to carry out. This study aims to discuss strategies to improve the quality of the apostles in efforts to increase university competitiveness through research activities. To discuss this theme, we have conducted a series of data searches on several data sources that discuss the issue of increasing lecturer resources and the quality of intensity through research activities. We analyze the collected data under a phenomenological approach, which includes organizing data, coding data, in-depth evaluation, and high interpretation to improve the quality and reliability of study findings. An electronic population data search in several related kinds of literature, then we designed it in a descriptive collection. Based on the findings and discussion, we have concluded that efforts to excel in improving the quality of lecturers through improving the quality of understanding are a strategy that several universities in developed countries have pursued. The same strategy can be applied by Indonesian investment to increase the ranking and design of universities through research activities carried out by lecturers.

**Keywords:** *Lecturer HR, Excellency, competition, research-based, education services*

### **Introduction**

One of the directions for teaching progress in higher education today is to improve the quality of education and teaching (Nicholls, 2014). Working on the nature of the implementation of learning plays an essential role in continuing to work on the nature of education. Inspiration and student achievement as an action to show the progress of learning completed by the lecturer is essential. This implies that the achievement or failure of the higher education cycle can be shown by students' inspiration and learning achievements (Fabrice, 2010). Furthermore, after facing the learning cycle for a certain period, all students must have a positive attitude toward learning achievement. Student achievement is influenced by several variables, which can be summarized into two parts: factors originating from within the student (internal non-stop factors originating from outside the actual student (outer element). Factors originating from within the student (inner variable) combine interest, inspiration, learning strategies, development, preparation, etc. Simultaneously, factors ranging from outside the actual students (external variables) include lecturers, field climate, family, and local environmental climate; specifically, progress efforts are increasing lecturers and research progress (Booth et al., 2021).

One of the inside factors influencing learning accomplishment is learning inspiration in higher education is improving lecturers' human resources. This learning inspiration will urge somebody to accomplish the objective effectively (Andriani et al., 2018). Assuming understudies are roused to do learning, commonsense learning will happen, eventually bringing about high learning accomplishment. Inspiration can work as the main thrust for exertion and accomplishment. Somebody tries due to inspiration. The presence of good inspiration in learning will show tremendous outcomes. With steady exertion and particular attention to inspiration, somebody who studies can bring forth model accomplishments. The power of one's inspiration will decide the learning accomplishment level. Teachers are one of the outer elements that impact understudy accomplishment. The teacher is a part that plays an essential part in executing learning. Teachers play a crucial part in a significant investment of time and energy to further develop schooling quality, importance, and proficiency. In possession of speakers, the nature of training can be sought after in a superior course. This makes it necessary

for lecturers to be able to prepare their competencies to the highest possible level. After all, lecturers' competencies reflect their performance or abilities in teaching in class. As a result, it can be determined that the higher the competence of lecturers, the greater the likelihood that student achievement will also rise (Frye & Hemmer, 2012).

The lecturer's role significantly impacts student motivation and learning outcomes. In addition, lecturers serve as role models for students and even become symbols of their self-identity (Yuan & Lee, 2016). As a result, lecturers must exhibit appropriate behavior and be able to foster student growth as a whole. Lecturers need to know more than their competencies to do their jobs well. The success of teaching and learning activities can be seen in student achievement.

To put it another way, a teaching and learning activity's success can be gauged by the individual's change in attitude toward the knowledge and skills that correspond to the established goals, specifically in the form of learning achievement. From the perspective of internal factors, the learning motivation factor influences learning achievement, while the lecturer influences learning achievement from external factors. In tertiary institutions, several learning issues have been identified, such as a lack of motivation to learn, which manifests itself in a lack of attendance at lectures, laziness in completing lecture assignments, lack of academic goals, lack of concern for achievement, and passiveness also the lecturer's role in anticipating these things. This suggests that lecturers should teach more than just material or impart knowledge. Moreover, instructors should be able to propel their understudies to learn. This drive is a component of the values or character that instructors model for their students to help them achieve academic success. However, a lecturer's capacity to project a character that students can imitate is essential. Students respond strongly to the language or message of Exemplary. Exemplary people talk little or explain much about lecture material or what it means to be good and right. However, students can observe a lecturer's speaking, acting, and even the lecturer's mindset, which is reflected in how he or she instructs (Nurfalah & Kurniawati, 2015).

To put it succinctly, a lecturer possesses the "spirit" or power to inspire students to imitate and follow what is being taught because of his strong character. Then, what kind of person is the lecturer? For students to live in a society with values or character, character-based lecturers aim to open students' eyes to learning (Love, 2019). The following are characteristics of a moral lecturer: committed, competent, diligent, consistent, modest, able to interact, serves optimally, intelligent, sincere at work, takes care of himself, honorable, and becomes a role model for students are all qualities that should be exhibited. A lecturer with the character above can be viewed as an asset to the learning process. The lecturer fosters students' enthusiasm and academic success in this setting. Speakers assume a significant part in shaping the mentality of understudies.

On the other hand, the campus's staff and employees, the facilities already there, and the rules in place all contribute to student enthusiasm and academic success. Student Activity Units that are adequate and mutually competent, as well as other facilities that support the continuity of all activities on campus, will undoubtedly facilitate students in learning activities because, in addition to being rooted in self-desire, they also receive a kind of ammunition from their educational environment. Examples include students who enter college on a state-of-the-art campus, professional and active teachers motivating their education, and facilities supporting the continuity of all activities on campus (Kuh et al., 2011).

It is very different from students who start college on a campus where the professors do not care, the facilities and infrastructure need to be better, the teaching staff is average, and

student activities have no actual activities. These students will need more motivation to learn or care about what happened. Indeed, everything will be interdependent. However, in reality, this will have a significant impact on students. Improving the quality of instruction and learning is one of the guiding principles of today's educational development efforts to achieve continuous improvement in the quality of education centered on improving the quality of learning implementation (Hong, 2015). As a way to gauge the success of lecturers' learning activities, student's motivation and learning success are used. This indicates that students' motivation and learning outcomes can demonstrate the educational process's success or failure. As a result, all students are expected to exhibit positive behavior as learning achievements after experiencing the educational process for a certain amount of time. Students learning success is influenced by various factors that can essentially be divided into two categories: Students are influenced by several factors that originate within them (internal factors) and those that originate outside of them (external factors). The learner's internal factors include the following: interest, drive, method of instruction, maturity, readiness, and other factors. External factors, or factors outside of the students themselves, include lecturers, campus, family, and community, among other things (Hodges et al., 2020).

Learning motivation is one of the internal factors that can influence learning achievement. Someone will be motivated to accomplish the objective by this learning motivation. Effective learning will occur, which will ultimately lead to high learning achievement if students are motivated to learn. Motivation can act as a motivator for effort and success (Gopalan et al., 2017). A person exerts effort out of motivation. Learning will produce positive outcomes if there is a strong motivation. Put another way; students will be able to succeed if they put in much effort and are especially aware of how to motivate themselves. The level of learning achievement will significantly depend on the intensity of one's motivation.

One external factor that influences student achievement is lecturers. The speaker is a part that plays an essential part in the execution of learning. Every effort to enhance the relevance, effectiveness and quality of education relies heavily on lecturers. The quality of education can be improved with the guidance of lecturers. This makes it necessary for lecturers to be able to prepare their competencies to the highest possible level. After all, lecturers' competencies reflect their performance or abilities in teaching in class. As a result, it can be determined that the higher the competence of lecturers, the greater the likelihood that student achievement will also rise. The lecturer's role significantly impacts student motivation and learning outcomes. In addition, lecturers serve as role models for students and even become symbols of their self-identity. As a result, lecturers must exhibit appropriate behavior and be able to foster student growth as a whole. Lecturers need to know more than their competencies to do their jobs well (Xiao & Wilkins, 2015).

The success of teaching and learning activities can be seen in student achievement. To put it another way, a teaching and learning activity's success can be gauged by the individual's change in attitude toward the knowledge and skills that correspond to the established goals, specifically in the form of learning achievement (Zimmerman, 2013). From the perspective of internal factors, the learning motivation factor influences learning achievement, while the lecturer influences learning achievement from external factors. In tertiary institutions, several learning issues have been identified, such as a lack of motivation to learn, which manifests itself in a lack of attendance at lectures, laziness in completing lecture assignments, lack of academic goals, lack of concern for achievement, and passiveness also the lecturer's role in anticipating these things. This suggests that lecturers should teach more than just material or impart knowledge.

Moreover, instructors should be able to propel their understudies to learn. This drive is a component of the values or character that instructors model for their students to help them achieve academic success. However, a lecturer's capacity to project a character that students can imitate is essential. Students respond strongly to the language or message of Exemplary. Exemplary people talk little or explain much about lecture material or what it means to be good and right. However, students can observe a lecturer's speaking, acting, and even the lecturer's mindset, which is reflected in how he or she instructs (Kite et al., 2020).

To put it succinctly, a lecturer possesses the "spirit" or power to inspire students to imitate and follow what is being taught because of his strong character. Then, what kind of person is the lecturer? For students to live in a society with values or character, character-based lecturers aim to open students' eyes to learning (Palmer, 2017). An instructor with character has the accompanying qualities: committed, diligent, consistent, modest, able to interact, serves optimally, intelligent, sincere at work, takes care of himself, honorable, and becomes a role model for students are all qualities that should be exhibited. A lecturer with the character above can be viewed as an asset to the learning process. The lecturer fosters students' enthusiasm and academic success in this setting. Speakers assume a significant part in shaping the mentality of understudies.

On the other hand, the campus's staff and employees, the facilities already there, and the rules in place all contribute to student enthusiasm and academic success (Tuomikoski et al., 2020). Student Activity Units that are adequate and mutually competent, as well as other facilities that support the continuity of all activities on campus, will undoubtedly facilitate students in learning activities because, in addition to being rooted in self-desire, they also receive a kind of ammunition from their educational environment. Examples include students who enter college on a state-of-the-art campus, professional and active teachers motivating their education, and facilities supporting the continuity of all activities on campus.

It is very different from students who start college on a campus where the professors do not care, the facilities and infrastructure need to be better, the teaching staff is average, and student work has no actual activities. These students will need more motivation to learn or care about what happened. Indeed, everything will be interdependent. However, in reality, this will have a significant impact on students. The lecturers' motivation is a significant factor in the campus atmosphere—those who can either directly or indirectly contribute to developing student learning motivation and achievement. The lecturer will instill students' desire to learn even if they have not already. I want lecturers to be fully accountable for always wanting to inspire students to keep moving forward and raise their self-esteem (Bellis et al., 20220). They can at least devote a few minutes of their time before or after teaching to provide that motivation. It would be better if when they moved information to understudies. Speakers as a reflection of their understudies. Students will be encouraged to follow an example set by a good teacher and vice versa. That is when the instructor does it correctly and yet witnesses a scene contrary to what the understudies are doing; the teacher should attempt to fix this. That is just one small illustration of a professor's significant role in fostering students' character and values.

The lecturer's role influences the development of student learning. In order to interpret the situation, lecturers must be observant. It concerns what students are doing outside of class and the campus conditions. What do they do with their spare time, and how do they make the most of it to avoid wasting it? Because lectures are typically all students' obsessions (Melnichu et al., 2017). Students who are "study oriented" can be compared to active students on and off campus. Students who participate in extracurricular activities will receive additional instruction in soft skills, which they can use immediately and do not acquire in college. The teacher's job is to rouse and direct understudies to make the most of time and valuable open doors by

completing helpful exercises to accomplish a specific objective and heading throughout everyday life. If students realize how precious time is in this life. He knows exactly what he can do to get better. In this situation, the lecturer's role is crucial. It is essential to contribute to fostering student enthusiasm for learning and the possibility of serving as role models for the students they instruct. Both of these aspects are just as significant. Even though the students will be in charge of everything, the lecturer's role is essential (McClelland, 2012).

### **Method and Materials**

We repeat that this study aims to obtain scientific evidence of the extension of lecturer resources to increase university competitiveness through an educational research activity approach (Hicks, 2012). There needs to be more data that wants to show how the essence of the lecturers can increase the university's competence through high-environment-based studies in efforts to improve education services in Indonesia. We get the amount of data and publications related to this theme that are form and regular (Merriam & Tisdell, 2015). The data review process involves approaches with technology, including data coding, in-depth evaluation, and high integration and will conclude with a record of these results answering problems with high validity and reliability. We design this study in qualitative terms, where the goal is to get a variety of data sources that answer the problem. This study is very dependent on secondary data in the form of book publications and scientific journals that discuss the issue of reviews of manufacturers and also efforts to improve the quality of higher education services through research studies to improve education services. That includes how the research was carried out, which we started with the formulation of problems, identification of problems, data search, and reporting under the design of a literature review (Ansar et al., 2018).

### **Result**

- **University competition based on research development**

Competition between tertiary institutions is increasing, making human resource governance must compete to adapt and innovate with changes and competition so that universities can provide developing educational services to consumers (Shin et al., 2020). University developers must do many things, such as anticipating what trends are happening outside the university, namely the progress of competitors and the desires of customers such as students and the surrounding community. Based on data and surveys from various university research institute competition contests, it is shown that several well-known universities worldwide are in developed countries, and none are in Indonesia. This makes PR for both the government and those who build university performance, starting with the capacity to develop lecturer resources, mainly to produce teaching and research that can compete with investment from neighboring Malaysia, Singapore, and even Thailand (Silviyanti & Yusuf, 2015). Over the past several decades, improving the quality and competitiveness of universities has been carried out by several countries. Today they have made their country the country with the most well-known universities that develop the capacity of lecturers to carry out competitive research. This is due to the success of building networks of state university education. One of these studies will make Indonesian universities one of the universities that can supply many researchers and also intellectuals with the capacity of lecturers who are relied on to make universities compete with investments in various countries which today have made their universities no longer traditional universities, however, universities are increasingly modern (Salahudin et al., 2019).

The difference between these studies is that most previous findings, such as publications or grants, relate to the indenting impact of greater research capacity and the duality of university activities. However, the background of this research is focused on developing

their lecturers' human resource **research capacity to improve the quality of education**, a study with results that are in second place (Baylis, 2020). National and local measures have been developed to increase the level of formal education of lecturers, which is one of the five components of research capacity. However, lecturers need competence in winning grants, professional competence of lecturers, and research competence to achieve educational goals related to educational research. Although master's and doctoral degrees include research competencies among their learning objectives, holding such degrees does not necessarily mean didactic competence or professional competence. As a result, the professional profile of lecturers becomes more complex, requiring a more complex strategy. However, clarifying which lecturer's professional profile is implied in practice is necessary. The professional profile that supports faculty recruitment in new universities is explored for the first time in this article. The discussion on increasing research capacity can be guided by a better understanding of these professionals' profiles and wanting to improve the university's ranking (Heyneman & Stern, 2014).

Education and teaching, research and development, and community service are the three functions that make up the tri-dharma task of higher education. The primary functions of establishing higher education institutions are these three components. In addition, these three aspects will serve as a benchmark for a university's quality. Higher education institutions in Indonesia have yet to be able to break into the top 100 rankings of the best universities in the world, indicating that the quality of tertiary institutions in Indonesia still needs to improve globally (Akbar et al., 2012). Nine Indonesian universities were included on the QS World University Rankings' 2019 list of the world's top 1000 universities. Sadly, only some of the nine universities made the top 100. The University of Indonesia is ranked highest, "only" at 296th, followed by UGM at 320th and ITB at 331st. More exploration, put more in research! One of the best strategies for maintaining and improving university rankings is this. A university's sophistication is directly correlated with its success in research; Many people think it is a way to measure academic reputation.

Additionally, research conducted by faculty members benefits everyone on and off campus. A lecturer can share new information with his or her students when researching and discovering new information. Collaboration with universities or other parties can occur during research, fostering connections. Innovation-generating research can also resolve social problems and boost a nation's economy (Cozzens & Sutz, 2014).

The lecturers' extensive teaching and research capabilities demonstrate transformation and innovation in their professional profiles. Shifts in the repertoire of work competencies in research, teaching, and service enable an individual to fulfill professional duties. While policymakers at international, national, and institutional levels support the idea of more excellent research skills, significant growth in research ability among faculty members takes time to manage. There are two specialized techniques to improve lecturers' research abilities. They are professionalizing lecturers to become competent in more extensive research or hiring new lecturers with higher impact research competence. Both techniques proved difficult, but they had to be implemented to raise the university's competitive rankings (Steinert et al., 2012).

### **Professionalization as a business approach**

Professionalization strategy traditionally, lecturers in intensive teaching settings were hired for their didactic and professional talents rather than their research knowledge. Due to the "holy trinity of academic identity, teaching, research, and scientific activity are usually not part of the instructor's professional identity (Polat, 2020). Bringing research into the identity of lecturers who largely see themselves as "excellent instructors," according to previous studies,

is usually hampered by barriers. In addition, advances in exploratory skills in response to educational demands and dynamic contributions within the expert sector have resulted in a tangle of social and computational pressures that are difficult to manage. Austin et al. (2014) stated that professors seeking to enhance their research skills usually need more opportunities, challenging task pressures burden, insufficient resources, and insufficient cover time. As research capabilities are only sometimes viewed as beneficial for educational quality, lecturers who take over the teaching burden of colleagues specializing in research usually perceive this time reallocation as unfair. Later, hiring more instructors to ease the burden on teachers was proposed as a solution, but this was also an expensive endeavor. Previous studies have shown that even if reimbursement is made, the effectiveness of such professionalization processes may be undermined by a lack of good research examples and research culture. As a result, even if the Dutch national government offered financing to help professors increase their level of education, the procedure would still be expensive, time-consuming, and socially complex (Schleicher, 2016).

Is it more promising to employ new academics with research skills? Although constructing lecturers' research duties and competencies looks simple, earlier research in teacher education in Canada and England found that only half of all job advertising mentioned research competencies. New Dutch universities **strive for something other than the typical accomplishments of enhanced research capacity, such as research outcomes, organizational support for research, or community impacts. The new institutions examined in this study claim to prioritize teaching highly competent professionals above more traditional research outputs through enhancing lecturers' research talents.** This technique requires lecturers to establish a balance between didactical, professional, and research capabilities that extends beyond their official schooling level. This concept dilutes the selection criterion for employing new instructors. To further complicate issues, the decision is completed by lower instructional administration (Stewart & Hitt, 2012).

In contrast, high-level administration carries out the expansion of research limit as a college change drive. As a result of their training as practitioners in related vocational fields, these lower-educated managers frequently need more research identities and competencies (Griffioen & De Jong, 2017). According to Hale (2016), one might ponder the possibility that these lower-educated managers' hiring practices prevent them from achieving the stated strategic policy objectives. Finding a functional balance between the three talents listed above becomes considerably more challenging if the recruiting manager requires insight into the latter. The combination of this complexity and the use of lecturers' formal education levels as a performance indicator has resulted in perverse practices related to current national policy goals, such as hiring lecturers with a high level of education who are incompetent or firing lecturers who are exceptionally competent but formally lack sufficient education. These consequences it has increased support for lecturers' research abilities in general while promoting controversial social arguments among the broader group of lecturers (De Jong et al., 2022).

While the urgency of teaching responsibilities may motivate educational managers to prioritize content and didactical abilities over research competencies, one can query whether educational managers' recruiting tactics promote research ability. However, to achieve the desired shift from teaching-only to knowledge-based colleges, these hiring techniques at the lowest organizational levels are critical (Wittmann-Price & Zukowsky, 2021). Higher education professors' competencies It is general knowledge that didactical experience and abilities, as well as professional practice experience, are required, for example, are required for competent instructors in vocationally focused higher education. The research competency was



just introduced. This section offers an overview of the competencies of higher education teachers based on prior frameworks (see Table 1 for an overview). In this study, a professional profile is formed by activities and abilities that comprise the lecturer's professional profile. The debate on education research comprised frameworks that examined the teaching, research, and integrating research into the teaching abilities of lecturers in higher education (Bui & Porter, 2010).

- **Competencies in developing university**

Several frameworks have been created to characterize the teaching skills of university lecturers. According to the findings of the National Research Council (2012).study, four competencies are required: knowing and being able to handle a specific field's content, being able to communicate with others through presentations or with oneself through reflection, having organizational or managerial skills, and having pedagogical or didactical skills. Personal traits, knowledge, abilities, and experience were all mentioned in new teacher job adverts in Canada. Bhakta & Boeren (2016) took advantage of the Vitae Research Development Framework in a comparable Australian study on advertisements for academics). Vitae (2010) identified four groups: intellectual and knowledge-based talents; individual efficiency; organization and governance; and effect, engagement, and influence. In each domain, there are two or three categories of competencies. Because these skills are intangible, there has been much conceptual debate over the importance of personal characteristics to the professional profile of a professor in higher education. However, research at English institutions has found that advertisements for new teacher educators place a high value on personal qualities. The conceptual discrepancy is noteworthy since this study feels the talents listed in job advertisements are significantly less relevant (Van Quaquebeke et al., 2014).

#### **Content knowledge and cognitive ability**

The statistics show that virtually all job ads identify a specific body of knowledge in which a lecturer must be an expert or have expertise. The statement "You have knowledge about and insight into..." and the word "professionalism" are two examples of conveying a desire for specific information. In addition to the field-specific aspects, around 20% of job advertisements specify Dutch and English language ability (oral or written) (Baumert & Kunter, 2013). The need for academic information, such as blended learning, e-learning, or learning flexibility, is less prevalent but still present. Along with research methodology competencies and field-specific traits, they are mentioned. Candidates should be aware of recent advances in the discipline, which are briefly covered. It is interesting how often field-related competencies are mentioned explicitly, such as "A lecturer should have an affinity for..." or "...should be interested in," as opposed to the need for a specific competency, which is described as "we demand demonstrated expertise or experience with. When you ask for cognitive ability, you mean analytical, synthesis, and assessment abilities. The findings suggest that roughly half of all job prospects require mental abilities. If required, the majority want analytical thinking or action, while a few request critical thinking, the capacity to mix or link knowledge, or a research-oriented skill or attitude. Conclusions are also discussed, as are maintaining track of the argument and paying attention to details. Without more explanation, the words "research skills," "inquisitiveness," and "analytic talents" were regularly utilized (Kingsley & Grabner-Hagen, 2015).

- **Developing Capacity for Research**

The connection between teaching and research in higher education remains contentious and highly debated. There is evidence that various HEIs typically place a varying amount of

emphasis on either teaching or research (Barrett et al., 2011). However, if the curriculum is designed specifically to accomplish this objective, research and teaching are the fundamental pillars of a university. In higher education institutions, it is essential to consider how faculty research can enhance student learning. Rather than teachers or students, the curriculum process serves as the link between teaching and research. Faculty members' output and teaching in their subsequent careers may be influenced by the quality of their graduate research training. The largest and oldest public university in Uganda, Makerere University, opened in 1922. Its ability to conduct research and teach was harmed by political unrest in the 1970s and 1980s. The Ugandan government implemented neoliberal economic policies to follow its higher education reform (Heitor et al., 2014).

Distribution is another important figure in creating college progress. The University of Maryland's science faculty contributed more books (79%) and book chapters (39%) than all other units combined; one of the main obstacles hindering research publication was the need for internationally renowned publishing houses for peer-reviewed journals. Faculty members now have much easier access and interactions with respected international journal editors and publishers. Between 2000 and 2006, almost 90% of Makerere University's consultancy projects were completed, and 8% are still in progress. Faculty members in agriculture, medicine, and science performed more consulting work than faculty members in the humanities. Individual researchers in consultancies do much research, and most of this work needs to be reported to relevant university authorities (D'este & Perkmann, 2011).

The majority of respondents, 81 percent (66%), concurred that it was challenging to obtain funding for research, and 73 percent (59%) needed to be assigned colleagues to provide the required mentorship. Most faculty members were dissatisfied with the university's financial and social support for research. It is abundantly clear from Table 5 that, on average, there are fewer faculty members than the estimated required numbers for each rank in all units. Most faculty members at the University of Missouri (MU) are dissatisfied with their current research results and believe their work could be more beneficial to their research and professional development. In contrast to the fifty percent of other respondents who held the opposite opinion, fifty percent of those polled believed that their units had a robust research culture (Mugimu et al., 2013).

Nevertheless, 73% of the faculty members interviewed used a personal desktop or laptop computer. However, using a personal computer for research and teaching differs from owning one. Most faculty members reported receiving advanced training primarily from internationally renowned universities if the institutional authority offers the required help to support and sustain individual objectives and related profound fulfillment that might hamper scholastic accomplishment (Norton et al., 2013).

Both their perceptions of the available research support and their research competencies were questioned by MST faculty. Eighty-three percent of respondents agreed that their computer skills were adequate. A lack of research expertise and skills may not cause faculty members' relatively low research output (Roughton, 2010). Instead of units competing for resources, the preferred method is resource sharing. In order to achieve equity goals, it may be necessary for all faculty members to share equally available resources and opportunities. Due to the possibility of being counterproductive, comparing research output between units may be optional. Initiatives that compare the research output and teaching of academic units can be counterproductive. The university's administration should refrain from implementing strategies that intensify unit competition. "What is productive for a single unit may be different for the institution. Inspiration can be worked with or obliged, yet not forced - nobody can be compelled to often think about something, be hopeful or skeptical about something. Good teaching and

learning environments in educational establishments can only be created and sustained by effective instructional leadership. Departments with solid research and teaching environments have the best academic growth outcomes for students (Kilanowski-Press et al., 2010).

### **Conclusion**

We have concluded this study from a series of studies with the theme of excellence in strengthening human resources for lecturers to increase university competitiveness through research activities and public service. Through proof in the form of published data from various data sources, we have been able to conclude the results; among others, we see that today's university competition is carried out through the development of various studies. This is because research activity is an indicator that distinguishes universities from one another. Furthermore, we found that the approach to advancing the university must be supported by the adequacy of professional teachers in carrying out educational and research activities. Likewise, many things can be done if you want to develop a university with several competencies, including improving higher education human resources to support development activities such as research and service development. In the field of knowledge, content, as well as the intelligence of the teachers, are also part of efforts to increase university rankings to become research-based investments. Likewise, developing research capacity requires the development of producers and research staff to improve the quality of higher education. This includes the study's conclusions with the theme of increasing human resource pre-lecturers to increase universities' competitiveness based on research and services. We realize that this meeting certainly brings limitations and weaknesses. Therefore we can hope for input and constructive criticism to improve similar studies.

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