

## Human Resource Development and Training in Balinese Higher Education Staff

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### ABSTRACT

This study examines how training and human resource development (HRD) contribute to the performance of educational personnel (tendik) in higher education institutions in Bali. Using a phenomenological approach, the research explores the lived experiences of tendik regarding the effectiveness, relevance, and impact of training programs and HRD initiatives. This study used a qualitative phenomenological approach to explore the subjective experiences of educational personnel regarding training and human resource development, focusing on the essence and meaning of those experiences rather than objective facts. Data analysis followed phenomenological procedures outlined, beginning with transcription, horizontalization, and thematic categorization of significant statements. These were then synthesized into textural and structural descriptions to reveal the essential meaning of participants' experiences related to self development and professional identity. The findings indicate that although training and HRD are generally perceived positively, issues of relevance, follow up, and institutional support significantly affect performance outcomes. Training aligned with personal growth and institutional goals is considered effective in enhancing motivation, job satisfaction, and professional identity. The study concludes that training and HRD play a crucial role in improving the performance of educational personnel when they are designed based on actual needs, implemented sustainably, and supported by a conducive institutional culture.



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## 1. INTRODUCTION

Human resources are a key asset in the management of educational institutions. High quality human resources have a direct impact on institutional performance, both in academic and non academic domains (Sofiah & Pratama, 2024). The National Education Standards (SNP) essentially serve as a stimulus for educational managers, lecturers, administrative staff, and the broader community to take a more serious approach to improving education. The challenge is that, despite the demands of globalization in education, many higher education institutions continue to face difficulties in meeting learning resource needs, staffing (lecturers and employees), output quality, funding, lecturer competence, weak recruitment systems, and a lack of innovation for institutional development and excellence (Aifalesasunanda et al., 2024). Efforts to achieve an excellent higher education institution require the active involvement of all parties, including institutional facilities. Leadership plays a key role, followed by the quality and competence of human resources, supported by adequate infrastructure. The development of human resource management has a significant influence on improving educational quality. This study adopts a descriptive qualitative method to explore students' experiences, attitudes, and behaviors in depth. The findings indicate that the essence of human resource management lies in its function as an implementation system that aims to maximize competitiveness through continuous improvement, both in the quality of education and in enhancing the performance of human resources.

Improving educational quality is a process of more effective and efficient work, supported by competent human resources with high loyalty and work ethic. This naturally leads to increased performance and, ultimately, greater customer or stakeholder satisfaction. Educational personnel (*tenaga kependidikan* or *tendik*) play a strategic role in supporting the administration and non academic services of higher education institutions. Their presence is vital in ensuring operational effectiveness and in supporting the realization of the university's three core responsibilities (*Tridharma Perguruan Tinggi*). However, scholarly and scientific attention to the professional development of *tendik* remains limited when compared to academic staff or lecturers. In response to the growing demand for quality educational services, higher education institutions are expected to employ not only competent lecturers but also professional administrative personnel who are adaptive to institutional changes. One strategic approach to enhancing *tendik*'s capacity and performance is through training and human resource development (HRD). Training and HRD are believed to provide *tendik* with both technical and non-technical skills relevant to their roles and responsibilities.

The implementation of training and HRD programs across higher education institutions in Indonesia, including those in Bali, varies significantly in form, frequency, and quality. Some programs are structured and continuous, while others are incidental and administrative in nature. This raises fundamental questions about the extent to which training and HRD contribute to performance improvement among *tendik*, and how they interpret and experience such programs. Previous studies have largely focused on technical evaluations of training outcomes, such as changes in knowledge or skills. However, few have examined *tendik*'s subjective experiences, their perceptions of content relevance, institutional support, and the impact on motivation and professional identity. These subjective dimensions are crucial for the successful transfer of training into the workplace. Given this context, a phenomenological approach was selected as the most appropriate research strategy to explore the lived experiences and subjective meanings of *tendik*. This method allows researchers to understand realities from the perspectives of participants, beyond quantitative indicators. Through narrative and reflective exploration, the study seeks to gain a holistic understanding of how training and HRD contribute to *tendik* performance. The research is situated in Balinese higher education institutions, which are embedded in unique socio cultural systems of organizational governance and interpersonal relationships. These cultural contexts may influence both the effectiveness of training and perceptions of professional values. Therefore, understanding *tendik* experiences in this setting becomes essential.

Based on the above background, the central research questions posed in this study are: (1) How do educational personnel subjectively experience training and human resource development in Balinese higher education institutions? (2) How do *tendik* interpret training and HRD in relation to performance improvement, motivation, and professional identity? This study aims to explore and understand *tendik* experiences in depth, and to identify factors that support or hinder the effectiveness of such programs. The scientific novelty of this research lies in its use of a phenomenological approach to uncover the subjective perspectives of educational personnel an approach that remains underutilized in human resource management studies in the context of higher education. Furthermore, it contextualizes the inquiry within the distinct cultural and organizational environment of Bali, which has received limited scholarly attention.

## 2. LITERATURE REVIEW

### Human Resource Development

One of the most important areas in educational management is the management of human resources involved in the educational process. The education sector is characterized by high-intensity human interaction, which distinguishes educational institutions from other types of organizations (Mukhlison Effendi, 2021). Human resource issues are a dominant aspect of the educational process. Managing human resources is crucial in the implementation of education at the higher education level. Educational organizations require effective management and development of human resources in order to enhance performance and contribute to the achievement of institutional goals (Amelia et al., 2022). Human resources in education encompass several categories. First, teaching personnel, which include advisors, examiners, lecturers, and trainers. Second, functional educational staff, such as supervisors, inspectors, researchers, developers in the field of education, and librarians. Third, technical educational personnel, including report operators and instructional media technicians. Fourth, institutional management staff, which include principals, directors, department heads, rectors, and other educational leaders. Fifth, managerial and administrative staff within the educational domain. According to Mulyati, citing Mondy, Noe, and Premeaux, human resource development (HRD) consists of four main components: training, development, career development, and performance appraisal (Wijaya, 2021). Training is designed to provide learning opportunities that aim to enhance the knowledge and skills required for current job responsibilities (Sawaluddin & Rustandi, 2020).

Development involves long-term learning opportunities focused on enhancing knowledge and skills relevant to one's position. Career development is a systematic approach by organizations to ensure the availability of qualified and experienced human resources when needed. Performance appraisal is a formal, periodic system to evaluate the performance of individuals or teams. Training typically begins with an orientation process, where employees are informed about personnel policies, organizational structure, and performance expectations (Sawaluddin & Rustandi, 2020). Training programs are designed to foster a conducive learning environment in which educational personnel can acquire the specific skills and behaviors required to perform their duties. The objective is to improve current job performance. Human resource development in higher education institutions requires constructive measures. These may include education and training, improvement of management practices, and strengthening of human resource competencies. HRD is also linked to the

provision of continuous learning opportunities, involving the planning, implementation, and evaluation of training programs (Rusmini, 2015). Another definition suggests that development is a long-term investment in employees. It is based on the understanding that employees need evolving knowledge, skills, and abilities in order to perform effectively and succeed throughout their careers.

Sumarni and Soeprihanto identify two major methods of training and development (Munawwarah et al., 2024). First, training focuses on improving the technical abilities of employees in their current job roles. Second, education aims to broaden general and economic knowledge, including the mastery of theory and decision-making skills within the organization. Leadership holds responsibility for establishing the policies and procedures necessary to support training programs. Leadership commitment is a key factor in ensuring the effectiveness of training and development. The primary goals of training and development include improving performance, updating skills in line with technological advancements, accelerating new employee adaptation, solving operational problems, preparing staff for promotion, providing orientation, meeting personal development needs, and increasing efficiency and effectiveness in achieving organizational targets. Training and development offer strategic benefits. These include improving quality and productivity, fostering positive attitudes, building loyalty, and encouraging effective teamwork. They also support long-term HR planning. Based on the above discussion, HRD encompasses all organizational activities designed to facilitate employees in acquiring the knowledge, skills, and attitudes necessary to perform current and future tasks. These activities go beyond training and education, covering career management and organizational development. In essence, HRD plays a critical role in increasing human resource capability and organizational flexibility in achieving strategic goals.

A previous study examined HRD innovation in improving institutional performance. The research employed a descriptive qualitative method with data collected through observation and interviews, and analyzed using three stages: data reduction, data display, and conclusion drawing with verification. The findings indicate that innovative HRD efforts to enhance institutional performance require effective collaboration among teaching staff, management, and external stakeholders. Key success factors include selective recruitment, focused employee development, visionary leadership, structured performance management systems, and technology integration. Strategic synergy among stakeholders is vital for institutional sustainability and performance. Such collaboration enables efficient HR management,

responsiveness to change, and the creation of a dynamic organizational culture (Murtafiah, 2022).

### 3. METHODS

This study employed a qualitative phenomenological approach aimed at deeply exploring the subjective experiences of educational personnel in higher education institutions in Bali, particularly in relation to training and human resource development and its impact on their performance. To obtain rich and meaningful data, the researcher conducted in depth interviews with ten informants, accompanied by participant observation, documentation, and audio recordings of the interview process. Data analysis followed the phenomenological procedures outlined by Hasbiansyah (2008, as cited in Yuliani & Supriatna, 2023). The first stage involved transcribing all interview recordings into written text. This step was intended to generate initial descriptions of participants' experiences regarding the phenomenon under investigation. Next, the researcher conducted horizontalization, a process of identifying significant statements relevant to the focus of the study. These statements were then categorized into specific themes or units of meaning, while redundant or irrelevant information was set aside. After the thematic structures were established, the researcher developed a textural description, presenting what was experienced by the educational personnel based on their narratives. This was followed by a structural description, explaining how the experiences occurred, including the psychological and social contexts and dynamics that accompanied them. In the final stage, the researcher integrated both the textural and structural descriptions into an essential synthesis, providing a comprehensive understanding of the core meaning of the educational personnel's experiences in the context of self development and professional identity.

To ensure data trustworthiness, this study adhered to qualitative research validity criteria as proposed, including credibility, transferability, dependability, and confirmability (Agustini, et al, 2024). The primary strategy employed was triangulation, which included both source triangulation and methodological triangulation. Source triangulation was conducted by comparing data obtained from multiple informants to identify consistency in their experiences. Methodological triangulation involved combining various data collection techniques, such as interviews, direct observation, and written documentation. In addition, data validity was strengthened through member checking, in which the researcher returned the interpreted findings to the participants for confirmation to ensure that the captured meanings



accurately reflected their experiences. The researcher also involved academic supervisors and subject matter experts to review and validate the data interpretation, thereby ensuring that the final results were academically and methodologically accountable.

#### **4. RESULTS AND DISCUSSION**

This study explored the lived experiences of non academic staff (*tenaga kependidikan*) in higher education institutions across Bali in the context of human resource development (HRD) and training. The findings yielded three overarching themes: (1) Relevance and Alignment of Training Programs, (2) Institutional Support and Follow Up, and (3) Professional Identity and Work Motivation. These themes illustrate the dynamic interplay between program design, institutional culture, and individual meaning making, while also reinforcing prior theoretical perspectives in HRD literature.

##### **Relevance and Alignment of Training Programs**

Participants emphasized the critical importance of training relevance in relation to their actual job responsibilities. Training perceived as closely aligned with specific roles and functional tasks was considered valuable, actionable, and empowering. Conversely, generic or overly theoretical training modules were seen as less effective, often failing to address the practical challenges encountered in the workplace. This finding is consistent with the perspective that HRD in educational settings must be designed based on real needs analysis to bridge the gap between institutional goals and employee performance (Effendi, 2021; Amelia et al., 2022). Effective training is not only an investment in technical competency but also a strategic intervention that ensures human capital contributes meaningfully to institutional effectiveness. The mismatch between training content and job expectations reflects a lack of strategic alignment in some institutions, which can reduce the efficacy and perceived value of HRD programs. Moreover, considering the diverse categories of educational personnel ranging from functional and technical staff to administrative and managerial positions—the design of HRD programs must be differentiated. This aligns with the multidimensional view of HRD as articulated by Wijaya (2021), who highlights the importance of tailoring training and development based on functional classifications and organizational roles.

## **Institutional Support and Post Training Follow Up**

A recurring concern among participants was the limited institutional engagement in post-training implementation and monitoring. Many reported a lack of structured mechanisms to evaluate or reinforce the application of newly acquired skills, leading to a sense of stagnation and inefficacy. In the absence of follow up systems or practical outlets for applying skills, training outcomes often remained theoretical and underutilized. This concern underscores the necessity of embedding HRD within a comprehensive and integrated institutional framework. The absence of follow up reflects a fragmented approach to HRD, in which training is treated as an isolated event rather than a continuous developmental process. As emphasized by Murtafiah (2022), institutional commitment through leadership support, policy integration, and systematic performance evaluation is essential for sustaining the impact of HRD initiatives. Furthermore, previous literature also highlights the importance of leadership and cross functional collaboration as critical success factors in HRD (Munawwarah et al., 2024). In this context, institutions must shift from reactive to proactive HRD models, incorporating structured feedback loops, mentoring programs, and internal performance reviews that directly correspond with training objectives.

## **Professional Identity and Work Motivation**

Beyond functional improvement, training was perceived by participants as an affirmation of their role and value within the institution. Participation in training programs served as a form of institutional recognition, contributing to enhanced self-esteem, sense of belonging, and professional confidence. Several informants reported increased enthusiasm and motivation to contribute more meaningfully following their training experiences. This psychological impact reflects the humanistic dimension of HRD, which emphasizes the importance of acknowledgment, empowerment, and meaning making in staff development. HRD should be conceptualized not merely as a technical investment, but as a long term developmental process that fosters both professional growth and organizational integration. The enhancement of professional identity through training is especially significant in educational environments, where the roles of non academic staff are often undervalued. Aligning HRD with personal and professional recognition has the potential to improve institutional climate, encourage retention, and promote proactive engagement with organizational goals. In the context of Balinese culture where communal values, respect, and social harmony are paramount recognition through HRD becomes a culturally resonant strategy for staff empowerment.



## Cultural Context and Local Relevance

A distinctive contribution of this study lies in the recognition of local cultural values as a shaping force in HRD perceptions and practices. Balinese cultural principles such as *tat twam asi* (oneness), *tri hita karana* (three causes of well being), and *menyama braya* (social equality) inform how staff experience and evaluate training. Programs that disregard these cultural dimensions were perceived as detached or lacking meaning, while culturally sensitive training was met with greater enthusiasm and engagement. This supports the proposition that HRD in higher education institutions particularly in culturally rich contexts must go beyond content standardization. The incorporation of local wisdom and values into training design not only enhances relevance but also fosters a deeper connection between institutional development and societal norms. Such alignment can catalyze positive attitudes, organizational loyalty, and sustainable behavior change among staff.

## Theoretical and Practical Implications

From a theoretical perspective, the findings of this study affirm that human resource development (HRD) is inherently context sensitive and multidimensional, requiring the integration of technical competencies, psychological empowerment, institutional structures, and cultural values. Training initiatives are most effective when they are functionally relevant, institutionally reinforced, and culturally meaningful. Without this synergy, the impact of training may remain superficial and fail to generate sustainable improvements in staff performance and engagement. From a practical standpoint, the findings underscore the need to recalibrate HRD frameworks in higher education, especially within culturally embedded contexts like Bali. Effective HRD should prioritize structured, role specific training, strong institutional and leadership support, culturally responsive design, and the recognition of training as a means to build not only skills but also professional identity and organizational engagement. Rather than functioning solely as a technical intervention, HRD must serve as a strategic tool to foster institutional resilience, cultural alignment, and sustainable transformation.

## 5. CONCLUSION

This study concludes that human resource development (HRD) in higher education institutions is most impactful when it aligns with the specific job

functions of non academic staff, is supported by institutional commitment, and integrates local cultural values. The phenomenological exploration revealed that relevance of training content, post training institutional support, and recognition of professional identity significantly shape staff perceptions and motivation. Training perceived as relevant and empowering contributes not only to technical skill enhancement but also to a stronger sense of belonging and professional worth. Conversely, lack of follow up and cultural disconnection diminishes the utility and impact of HRD efforts. The study emphasizes that HRD should not be treated as an isolated activity, but as a strategic and ongoing process that supports institutional goals, respects local wisdom, and nurtures personal growth. Therefore, recalibrating HRD design to be role specific, culturally responsive, and institutionally integrated is essential for advancing staff performance and fostering a more engaged, adaptive, and resilient academic workforce.

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