



Lecturer Development Strategy to Improve Capabilities at STMIK Kaputama Binjai Towards Excellent Accreditation

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ABSTRACT

Lecturers play a strategic role in education quality, research, and institutional accreditation. The capability of lecturers significantly impacts the quality of higher education institutions. Preliminary surveys indicate limitations at STMIK Kaputama Binjai regarding the number of permanent lecturers, academic qualifications, and academic positions. This research aims to identify and formulate lecturer development strategies by analyzing external and internal factors to enhance lecturers' capabilities at STMIK Kaputama Binjai towards achieving superior accreditation. The study employed qualitative methods, including interviews and literature reviews, to construct strategic recommendations. Results obtained Internal Factor Evaluation (IFE) and External Factor Evaluation (EFE) scores of 3.14, positioning the institution within quadrant one (Grow and Build), indicating an aggressive growth strategy. The principal recommended strategies include regular lecturer capability enhancement programs, increased literacy and expertise in artificial intelligence, and strategic collaboration with relevant stakeholders. These strategies aim to elevate STMIK Kaputama into a leading, professional, and adaptive educational institution aligned with technological advancements and industrial demands.

Keyword: Accreditation Strategy, Capability Enhancement, Higher Education Quality, Lecturer Development, Grow and Build Strategy

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The quality of higher education institutions significantly relies on lecturers' capabilities,

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affecting the quality of education, research, and institutional accreditation. In the contemporary academic landscape, the ability of lecturers to deliver innovative and effective educational practices determines the competitive positioning of institutions. According to (Altbach et al., 2019), lecturer quality directly influences student learning outcomes, research productivity, and societal contributions. Therefore, enhancing lecturers' capabilities is critical for achieving superior accreditation and fostering long-term institutional growth (Fauzi et al., 2024).

STMIK Kaputama Binjai, a higher education institution specializing in Information Systems and Informatics Engineering, faces considerable challenges regarding lecturer qualifications and academic positions. Preliminary surveys indicate inadequacies in academic qualifications and scientific productivity, despite the sufficient number of lecturers. These constraints directly impact the institution's ability to achieve superior accreditation, highlighting an urgent need for structured and sustainable lecturer development strategies (Amalia, 2024); (Marginson, 2010).

Academically, this research is important as it bridges the gap between lecturer capabilities and institutional accreditation requirements. Previous studies, such as those conducted by Hong (2026) and Fauzi et al (2024), indicate that structured development strategies significantly impact lecturers' motivation, productivity, and overall institutional quality. Furthermore, STMIK Kaputama Binjai was specifically selected for this study due to its strategic position as a pioneer in informatics education within Binjai city, North Sumatera, and its current growth trajectory.

The primary objective of this research is to identify and formulate effective lecturer development strategies by conducting comprehensive internal and external factor analyses. Specifically, this research employs qualitative methods, including interviews and literature reviews, to thoroughly explore potential strategies tailored to the institutional context of STMIK Kaputama Binjai.

Through this approach, the study aims to address critical research questions regarding the optimal strategies for lecturer development and their potential impacts on achieving superior accreditation. Moreover, this research contributes significantly to the theoretical literature by providing insights into strategic human resource development within the context of higher education management, while offering practical recommendations for enhancing lecturer capabilities at STMIK Kaputama Binjai.



METODE PENELITIAN

This research uses a qualitative descriptive approach with a case study method. The aim is to develop a lecturer capability development strategy to improve institutional accreditation at STMIK Kaputama Binjai. This approach was chosen because it can describe actual conditions and provide an in-depth understanding of human resource development strategies within the higher education environment (Sugiyono, 2013).

The subject and object of this research is the lecturer development strategy at STMIK Kaputama Binjai, with research subjects including leadership and permanent lecturers who understand the institution's internal conditions. Data were collected through in-depth interviews, documentation, and literature review. Interviews were conducted with parties directly involved in the lecturer development process, including study program managers, the head of the institution, and the human resources department.

This research integrates three main approaches in data analysis:

1. Resource-Based View (RBV) theory is used as a conceptual foundation for assessing the strategic value of the institution's internal resources, particularly lecturers as a key asset (Wahyuni et al., 2022)
2. A SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis is used to identify internal and external conditions that influence faculty development strategies.
3. A Quantitative Strategic Planning Matrix (QSPM) is used to formulate and prioritize strategies based on the weighted and rated SWOT analysis results.

This approach enables researchers to develop strategies that are data-driven, relevant to the institution's needs, and oriented toward achieving excellence in accreditation.

RESULTS AND DISCUSSION

This study applied a multi-method strategic analysis - RBV, SWOT, IFE, EFE, and QSPM - to develop a structured lecturer development framework for STMIK Kaputama Binjai. Based on RBV, institutional resources such as internal journals (JIK, JSIK, JTIK), faculty collaboration, and administrative support offer substantial but underleveraged potential. Only 2 out of 24 full-time lecturers hold doctoral degrees (8.3%), far from the 50% required for



superior accreditation. Additionally, only 10 lecturers routinely publish in indexed journals.

The SWOT analysis indicated that internal strengths include interdepartmental cooperation and consistent engagement in seminars and community service. Weaknesses include limited English proficiency, over-reliance on part-time lecturers, and a lack of integrated digital systems. Opportunities come from national grants like LPDP, AI-driven learning, and MBKM curriculum adoption. Threats include uncertainty in education policy, heavy workloads, and low adaptation to automation.

The IFE matrix (10 indicators) scored 3.14, with top-weighted factors such as collaboration (0.12, rating 4), training (0.10, rating 3), and research output (0.08, rating 3). Key weaknesses include lack of doctoral lecturers (0.15, rating 2) and low foreign language competence (0.10, rating 2). The EFE matrix mirrored this with a 3.14 score, driven by LPDP scholarships (0.15, rating 3), digital innovation (0.12, rating 4), and global education trends.

QSPM was used to rank eight strategic alternatives. 'Periodic Lecturer Training' had the highest TAS (6.74), followed by 'AI & Digital Tool Integration' (TAS 6.25) and 'International Collaboration' (TAS 6.12). Indicators used were matched directly to IFE and EFE matrices. For instance, the AI strategy benefited from the external digital innovation factor (0.12, rating 4), while internationalization was constrained by English proficiency (0.15, rating 2).

These quantitative priorities support the IE matrix quadrant result (Grow & Build). The evidence directs the institution to growth-focused strategies that optimize its internal strength and available external support (Nurhalizah et al., 2023). The use of a structured QSPM approach ensures that strategy selection is objective, data-driven, and aligned with institutional constraints and opportunities. This empirical analysis provides critical guidance for institutional planning. Periodic training must become routine, encompassing research methods, AI literacy, pedagogical innovation, and English writing (Asmadi et al., 2024). This aligns with studies from which emphasize the link between structured faculty development and academic excellence.

Implementation of AI-enhanced research and pedagogy will require not just technical tools but organizational culture change. To support this, leadership must establish partnerships with EdTech providers and provide financial incentives. Importantly, all changes should be monitored through a digital BKD and lecturer dashboard platform. International collaboration remains a long-term priority. Success hinges on readiness in curriculum, language, and research

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performance. Government initiatives such as WCU (World Class University) programs can offer funding and structure, provided that institutional gaps are addressed first (Luvalo, 2024).

Policy implications include the creation of a Lecturer Development Task Force under the Quality Assurance Board. This task force should develop a Key Performance Indicator (KPI) dashboard for training, publication, and engagement, which is reviewed quarterly and tied to performance-based budgeting. In conclusion, this research contributes methodologically by demonstrating how RBV, SWOT, IFE, EFE, and QSPM can be integrated into an actionable strategy framework (Irnawati, 2023). Academically, it offers a replicable blueprint for capacity building in small- to medium-sized higher education institutions aiming for internationalization and superior accreditation.

The Resource-Based View (RBV) analysis emphasizes the significance of internal resources in fostering institutional competitiveness. At STMIK Kaputama Binjai, key resources include intellectual capital (research-active faculty), institutional capital (internal journals like JIK, JSIK, JTIK), and procedural capital (administrative support for quality assurance). However, these assets remain underutilized. Only 8.3% of lecturers hold doctoral degrees, significantly below the national benchmark of 50%. This constraint directly limits the institution's eligibility for competitive research grants and diminishes its capacity for academic leadership.

In SWOT analysis, the strength category highlighted the role of peer mentoring and departmental coordination in enhancing knowledge sharing. Internal quality assurance mechanisms, although present, require digital augmentation. Weaknesses, such as limited English-speaking ability and manual reporting systems for BKD, affect lecturer confidence in international engagement. The SWOT findings reinforce the need for soft skills development alongside academic growth. Among external opportunities, LPDP scholarships, DIKTI-funded research, and MBKM support schemes offer scalable interventions (Arianto et al., 2023). Conversely, budget uncertainties and digital fatigue post-pandemic remain threats to long-term planning.

The IFE matrix synthesized internal capabilities into ten indicators. Faculty collaboration, academic training frequency, and institutional research output were weighted positively. Their ratings-particularly collaboration (weight 0.12, rating 4)—reflect the cohesive internal structure. In contrast, the weight assigned to limited doctoral faculty (0.15, rating 2)



penalized overall strength. Similarly, in the EFE matrix, external opportunities were emphasized, with LPDP grants and digital pedagogy trends scoring high, resulting in a moderately strong external positioning (score 3.14). This dual 3.14 score from IFE and EFE places STMIK Kaputama in the '*Grow and Build*' quadrant of the IE Matrix.

QSPM allowed us to translate these diagnostic insights into quantitative strategy prioritization. Each strategic alternative was evaluated against the weighted IFE and EFE factors. The highest-ranked strategy, Periodic Lecturer Training (TAS = 6.74), responded to weaknesses in faculty qualifications and research competence. AI integration (TAS = 6.25) capitalized on external trends in educational technology and institutional interest in modernization. Meanwhile, International Collaboration (TAS = 6.12) scored highly due to opportunities in joint research, student exchange, and cross-border publication. Other strategies like performance monitoring systems or academic workload restructuring, while valuable, ranked lower due to limited transformational potential in the short term.

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Further elaboration on the RBV framework underscores the gap between available resources and their strategic utilization. The presence of three institutional journals—*Jurnal Ilmiah Komputer (JIK)*, *Jurnal Sistem Informasi Kaputama (JSIK)*, and *Jurnal Teknologi Informasi Kaputama (JTIK)*—suggests a robust platform for knowledge dissemination. However, data from the academic office reveals that only 10 lecturers regularly publish in these outlets, and fewer are contributing to national or international journals. Meanwhile, only two out of 24 lecturers hold a doctoral degree, a figure (8.3%) far below the national requirement for superior accreditation (50%).

In the SWOT model, internal weaknesses were reinforced by quantitative findings. A faculty survey revealed that only 30% of lecturers felt confident composing academic articles in English, which hampers international collaboration and Scopus-indexed publication. Meanwhile, only four lecturers received competitive national research grants in 2023, indicating challenges in grant-writing skills and proposal competitiveness. These metrics underline the need for professional development programs targeting academic English and research proposal development (Bulan et al., 2023); (Muthu et al., 2023).



The IFE matrix was constructed from ten indicators, weighted and rated based on institutional importance and performance. For instance, the indicator 'faculty collaboration' was assigned a weight of 0.12 and received a rating of 4, contributing significantly to internal strength. Conversely, 'percentage of doctoral-qualified faculty' was rated 2 with a weight of 0.15, thus lowering the internal effectiveness score. Similarly, 'foreign language proficiency' scored low (rating 2, weight 0.10), further pulling down the composite score. The final IFE score of 3.14 suggests a moderately strong internal condition but signals room for targeted improvements.

The EFE matrix analysis utilized ten external factors that reflect policy, funding, and technological shifts. The factor 'access to LPDP research funding' was weighted 0.15 and rated 3, showing moderate opportunity. 'Readiness for digital transformation' was assigned a weight of 0.12 and rated 4, reflecting institutional alignment with global education trends. The combined EFE score of 3.14, identical to the IFE score, positions the institution within the Grow-and-Build quadrant of the IE matrix. This indicates that while external opportunities are promising, the institution must build internal capability to capitalize on them (Diva et al., 2025); (Pertiwi et al., 2024).

To operationalize these findings, the QSPM matrix was developed. This instrument converted qualitative SWOT and quantitative IFE–EFE data into actionable strategic priorities. The highest TAS was achieved by the 'Periodic Lecturer Training' strategy (6.74), driven by strong alignment with internal weaknesses and external funding support. The 'AI integration in research and learning' strategy followed with a TAS of 6.25, bolstered by digital transformation trends and existing institutional interest. The third strategic priority, 'International Collaboration' (TAS = 6.12), faced constraints due to limited English proficiency but remains vital for global recognition and benchmarking.

CONCLUSION

This study developed an integrative strategic model to enhance lecturer development at STMIK Kaputama Binjai, combining RBV, SWOT, IFE, EFE, and QSPM frameworks. The findings identified structural gaps in human capital, including low doctoral qualifications, limited research publication, and underutilization of internal journals. The IFE and EFE matrices, both scoring 3.14, positioned the institution in a Grow-and-Build quadrant, signaling readiness for advancement through targeted strategies.



QSPM analysis highlighted three top priorities: periodic lecturer training, integration of AI and digital tools in academic processes, and international collaboration. These priorities are aligned with institutional strengths and national digital education policies. Furthermore, the structured use of strategic matrices demonstrated a replicable framework that transforms diagnostic evaluations into actionable academic reforms.

This research contributes theoretically by integrating multiple strategic tools and practically by offering a roadmap for measurable institutional transformation. Future research should consider incorporating financial modeling and stakeholder perspectives to support policy implementation and long-term impact.

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