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Lecturer Welfare and Learning Quality in Higher Education Management: A Study at Satya Wiyata Mandala University, Nabire

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Abstract: Lecturer welfare constitutes a strategic component of human resource management in higher education institutions, particularly in private universities that face structural and financial constraints. From a higher education management perspective, adequate lecturer welfare is important for strengthening academic motivation, professional commitment, and the effectiveness of the learning process. This study aims to analyze the role of lecturer welfare in improving learning quality at Satya Wiyata Mandala University (USWIM), Nabire, Central Papua. The study employed a qualitative descriptive approach to obtain an in-depth understanding of lecturers' perceptions and institutional conditions. Data were collected through interviews, observations, and document analysis involving lecturers from several study programs at USWIM Nabire. The findings reveal that lecturer welfare encompasses both material aspects, including basic salary, professional allowances, and performance incentives, and non-material aspects such as job satisfaction, work environment, leadership support, and opportunities for professional development. These factors significantly influence lecturers' motivation, professionalism, and engagement in fulfilling the tridharma of higher education, ultimately affecting the quality of learning. Improved lecturer welfare encourages more innovative teaching practices, stronger lecturer–student interaction, and more effective learning management. The study also highlights the importance of institutional policies that prioritize lecturer welfare as a strategic element of higher education management. Such policies are essential for maintaining academic stability and improving learning quality in private universities, particularly in geographically and economically constrained regions such as Central Papua. The findings provide practical implications for higher education administrators in designing sustainable welfare policies to strengthen institutional performance and educational quality.

Keywords: *lecturer welfare, learning quality, human resource management, higher education management*

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INTRODUCTION

Higher education institutions play a strategic role in shaping the quality of human resources and strengthening national competitiveness. In Indonesia, this role is formally recognized through Law Number 12 of 2012 concerning Higher Education, which positions universities as centers for the development of science, technology, and the arts through the implementation of the three pillars of higher education: education, research,

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and community service. The effectiveness of these three pillars depends largely on the capacity and professionalism of lecturers as the central actors in the academic process. Lecturers are not merely transmitters of knowledge; they also serve as learning facilitators, academic advisors, researchers, and agents of social transformation, contributing to students' intellectual and social development. (Battista et al., 2023). From a higher education management perspective, the quality of lecturers' performance becomes a key determinant of institutional effectiveness and the overall quality of learning outcomes.

The professional status of lecturers is further reinforced by Law Number 14 of 2005 concerning Teachers and Lecturers, which defines lecturers as professional educators and scientists responsible for transforming, developing, and disseminating knowledge, technology, and the arts. The law also guarantees lecturers' rights to a decent income, social welfare benefits, recognition of professional achievements, and legal protection in the performance of their duties. These provisions indicate that lecturer welfare is not merely an administrative matter but a structural component of a quality-oriented higher education system. However, in practice, many lecturers continue to face welfare-related challenges, particularly income levels that are often disproportionate to their academic workload and responsibilities. As a consequence, some lecturers are compelled to seek additional employment outside the campus to support their livelihoods. This condition may reduce their focus on teaching, research, and community service (Fuad & Apriyanti, 2020). In this context, lecturer welfare is closely associated with work motivation, professional commitment, and overall academic performance. Despite the existence of various allowance and incentive schemes, lecturers still encounter difficulties in meeting their basic needs and maintaining professional concentration in carrying out complex academic responsibilities (Rianto, 2025).

Conceptually, lecturer welfare encompasses both material and non-material dimensions. Material aspects include salary, functional allowances, and professional incentives, while non-material aspects involve job satisfaction, a sense of security at work, and professional recognition (Zwane, 2025). Welfare, therefore, represents more than financial compensation; it constitutes a multidimensional condition that shapes lecturers' motivation, institutional commitment, and capacity to develop innovative teaching practices. Research has shown that supportive working conditions and adequate welfare are positively associated with work engagement and teaching efficacy, which in turn influence pedagogical innovation and learning quality (Schaufeli & Bakker, 2004). Lecturers who experience better welfare conditions tend to demonstrate stronger commitment to academic responsibilities and contribute more effectively to teaching, research productivity, and student development (Syaifulloh et al., 2025). In this sense, lecturer welfare becomes closely connected to the effectiveness of higher education management, particularly in ensuring sustainable academic performance.

The issue of lecturer welfare becomes more complex in private higher education institutions. Unlike public universities, which generally receive stronger government support, private universities often operate with limited financial resources and fluctuating student enrollment. These structural constraints affect the institution’s capacity to provide competitive compensation and professional support for academic staff (Ramaditya et al., 2023). Consequently, lecturers in private universities frequently face high workloads encompassing teaching responsibilities, research demands, and community service obligations, without commensurate welfare support. Such conditions may directly affect the effectiveness of the learning process and the quality of educational

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outcomes (Bahari, 2025). From a management perspective, this situation reflects the challenges faced by private higher education institutions in balancing institutional sustainability with the need to maintain lecturer motivation and academic performance.

Learning quality itself is not determined solely by the availability of facilities or teaching materials but also by lecturers' ability to design effective learning strategies, evaluate student progress, and implement innovative pedagogical approaches (Surahman, 2024). Meaningful interaction between lecturers and students is widely recognized as one of the most important indicators of successful learning processes (Inayah et al., 2023). Lecturer welfare is closely related to the quality of these interactions, which ultimately shapes students' learning experiences and academic well-being (Rakow et al., 2025). Consequently, improving lecturer welfare has become a significant concern in national education discourse. Policy discussions frequently emphasize issues such as performance allowances, professional recognition, and improvements to the remuneration system as part of broader efforts to strengthen higher education governance (Sommaliagustina, 2025). Adequate welfare policies are therefore regarded as one of the pillars in improving lecturer motivation and performance in transferring knowledge and developing the character of future generations (Sulistyarini et al., 2023).

Government efforts to strengthen lecturer welfare are reflected in Ministerial Regulation Number 52 of 2025 concerning the Profession, Career, and Income of Lecturers, which provides legal certainty regarding income structures and professional support for lecturers across Indonesia. This policy emphasizes that fair welfare systems must accompany improvements in lecturer competence to ensure sustainable learning quality. Nevertheless, implementing such policies faces unique challenges in regions with geographical and structural constraints, including Papua. At Satya Wiyata Mandala University (USWIM), Nabire, geographical conditions, economic limitations, and institutional resource constraints make it difficult to manage academic resources optimally. In some cases, lecturers even finance their research activities independently due to limited institutional research funding. In addition, low participation rates in higher education in Papua, largely due to limited access and financial constraints, affect universities' financial sustainability and their capacity to provide comprehensive welfare support for lecturers (Judith et al., 2025).

Geographical barriers and limited infrastructure further complicate efforts to maintain educational quality and support academic staff welfare in Papua. Under such conditions, lecturer welfare becomes increasingly important, as it determines whether lecturers have the time, energy, and professional commitment to fulfill their tridharma responsibilities effectively (Li et al., 2024). Research also indicates that high work pressure combined with insufficient organizational support may increase the risk of burnout among academic staff (Watts & Robertson, 2011). Moreover, a lecturer's job satisfaction significantly influences institutional commitment and staff retention (Sabharwal & Corley, 2009). At the policy level, strengthening the teaching profession is therefore considered a strategic approach to sustaining the quality and stability of higher education systems (OECD, 2019).

Inadequate lecturer welfare can lead to various negative consequences for academic performance. Academic staff who work in unsupportive conditions—such as low wages, long working hours, and high work-related stress—tend to experience lower work engagement, limiting their ability to develop teaching innovations and contribute effectively to research activities (Hassan et al., 2024). Poor working conditions may also increase turnover intention among academic staff, particularly when job satisfaction is

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insufficient to encourage them to remain within the institution (Nizam et al., 2025). Persistent workload pressures and declining well-being can ultimately reduce lecturer productivity and weaken their academic focus on teaching, research, and community service responsibilities (Suwarsi et al., 2024). These conditions highlight the importance of integrating lecturer welfare considerations into higher education management strategies.

Despite growing attention to lecturer welfare and its implications for academic performance, empirical studies specifically examining the relationship between lecturer welfare and learning quality in the context of private universities in Papua remain limited. Most previous studies focus either on lecturer welfare in general or on broader issues of educational quality without analyzing how welfare conditions directly influence learning processes within particular institutional contexts. This gap highlights the need for research that explores lecturer welfare from a higher education management perspective, particularly in regions with unique socio-economic and geographical challenges.

Based on this background, the present study aims to analyze the role of lecturer welfare in improving learning quality at Satya Wiyata Mandala University, Nabire. By examining both material and non-material dimensions of welfare and their implications for learning practices, this study seeks to provide a deeper understanding of how lecturer welfare influences academic performance and learning management in private higher education institutions. The findings are expected to contribute theoretically to the development of higher education management studies and to offer practical policy recommendations for institutional leaders in designing sustainable welfare strategies that support learning quality and institutional performance at USWIM Nabire.

RESEARCH METHODS

This study employed a descriptive qualitative research design to explore lecturer welfare and its relationship to learning quality at Satya Wiyata Mandala University (USWIM), Nabire, Central Papua, Indonesia. A qualitative approach was selected because it enables researchers to interpret participants' experiences and institutional conditions in depth within their natural context (Creswell, 2014; Denzin & Lincoln, 2018).

The research involved 12 lecturers from several study programs at USWIM Nabire, including Education, Management, and Social Sciences. Participants represented different academic ranks (assistant lecturer, lecturer, and senior lecturer) and had teaching experience ranging from 3 to 18 years. They were selected through purposive sampling to ensure participants had relevant knowledge and experience regarding lecturer welfare and teaching practices at the university.

Data were collected through three techniques: in-depth interviews, non-participant classroom observations, and document analysis. Interviews explored lecturers' perceptions of both material (salary, allowances, and incentives) and non-material (job satisfaction, leadership support, work environment, and professional development opportunities) welfare. Classroom observations were conducted to examine lecturer–student interaction and teaching practices. Document analysis included Semester Learning Plans (RPS), lecturer performance reports, and institutional policies related to remuneration and academic governance.

The data were analyzed using thematic qualitative analysis. First, all interview recordings were transcribed and organized together with observation notes and documentary data. Second, open coding was conducted to identify important concepts related to lecturer welfare and learning quality. Third, similar codes were grouped into

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categories such as financial welfare, work environment, workload, learning strategies, and lecturer competence. Finally, these categories were synthesized into broader themes explaining how lecturer welfare influences learning quality.

To enhance credibility, several strategies were implemented, including data triangulation, member checking, and peer debriefing. Triangulation was carried out by comparing findings from interviews, observations, and institutional documents. Member checking allowed participants to confirm the accuracy of the interpretations. Peer debriefing among researchers ensured consistency in coding and interpretation.

RESULTS AND DISCUSSION

Lecturer Welfare and Learning Quality at USWIM Nabire

The findings of this study indicate that lecturer welfare at Satya Wiyata Mandala University (USWIM) in Nabire is shaped by two interrelated dimensions: material and non-material welfare. These dimensions collectively shape lecturers' perceptions of their professional well-being and their ability to perform academic duties effectively. From a higher education management perspective, lecturer welfare is an important institutional factor that shapes motivation, professional commitment, and engagement in teaching, research, and community service. The indicators of lecturer welfare identified through interviews, observations, and document analysis are summarized in Table 1.

Table 1. Lecturer Welfare at USWIM Nabire

No.	Welfare Aspects	Indicator	Operational Description	Statement
1	Material well-being	Basic salary	Salary commensurate with workload and responsibilities	The salary received is not commensurate with the workload
		Professional allowance	Receipt of certification allowances or incentives	Receiving professional allowances late
		Performance incentives	Financial rewards for academic achievement	Academic performance does not receive financial rewards
2	Non-material well-being	Job satisfaction	Satisfaction with the teaching profession	Not feeling satisfied with my job as a lecturer
		Work motivation	Enthusiasm in carrying out the three duties	Lack of motivation to improve the quality of learning
		Workload	Perception of task balance	Heavy workload
		Work environment	Conducive organizational climate	The campus work environment supports performance

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No.	Welfare Aspects	Indicator	Operational Description	Statement
		Work facilities	Availability of learning resources	The available learning facilities are inadequate
		Leadership support	Support from institutional leaders	Management provides support for career development

The data presented in Table 1 indicate that lecturer welfare at USWIM Nabire is influenced not only by financial factors but also by broader organizational and institutional conditions. Material welfare includes basic salary, professional allowances, and performance incentives that directly affect lecturers' financial stability and professional recognition. Meanwhile, non-material welfare encompasses factors such as job satisfaction, work motivation, workload, institutional environment, work facilities, and leadership support, which collectively shape lecturers' professional experiences within the institution.

The first component of lecturer welfare is the basic salary, which represents the primary source of income for lecturers. Based on interview findings, many lecturers indicated that their salaries are not commensurate with their workload and academic responsibilities. Lecturers are required to perform multiple roles, including teaching, conducting research, engaging in community service, and handling administrative responsibilities. The complexity of these responsibilities leads many lecturers to perceive that their salaries should better reflect the scope of their academic duties. Nevertheless, a regular salary remains an important factor, providing financial stability and enabling lecturers to continue performing their academic roles.

The second component is professional allowances, which serve as institutional recognition for lecturers who have obtained educator certification. Informants reported that professional allowances significantly increase lecturers' motivation to improve their academic performance. However, Several lecturers reported delays in the disbursement of these allowances. In addition, not all lecturers have equal access to professional allowances, particularly those who have not yet obtained certification. This situation creates disparities in welfare conditions among lecturers. Despite these challenges, many lecturers still view professional allowances as a positive institutional policy that improves lecturer welfare.

The third component concerns performance incentives intended to reward lecturers for academic achievements, such as scientific publications, research activities, and institutional contributions. According to several informants, such incentives could function as an effective mechanism for encouraging academic productivity. However, the findings suggest that performance incentives are rarely distributed in practice. Furthermore, the criteria and procedures for obtaining these incentives are not always clearly communicated. Informants emphasized the importance of greater transparency in the incentive system so that lecturers clearly understand institutional expectations and opportunities for recognition.

In addition to financial aspects, lecturer welfare at USWIM Nabire is strongly influenced by several non-material factors that shape the academic environment and lecturers' professional experiences. The first factor is job satisfaction. Interview findings

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indicate that many lecturers are dissatisfied with their professional roles. This dissatisfaction is often associated with limited opportunities for academic development, professional advancement, and institutional support. Some lecturers also mentioned heavy administrative responsibilities and limited academic facilities as factors influencing their level of satisfaction. Despite these challenges, many lecturers continue to demonstrate a strong commitment to their profession.

The second factor is work motivation, which is influenced by both internal and external elements. Internal factors include lecturers' personal commitment to their profession, their desire to contribute to scientific development, and their sense of responsibility toward students. External factors include institutional recognition, leadership support, and the university's welfare system. Several lecturers indicated that limited institutional support may reduce their motivation to engage in efforts to improve learning quality fully.

Another important factor is workload, which emerged as a significant issue in the findings. Lecturers at USWIM Nabire are responsible for a wide range of academic duties, including teaching, research, community service, and administrative tasks related to the management of study programs and institutional activities. Some informants reported that the high workload makes it difficult to maintain a balance between professional responsibilities and personal life. In addition, lecturers frequently participate in additional academic activities such as seminars, workshops, and professional organizations, which further increase their workload.

The work environment also plays an important role in shaping lecturer welfare. The findings suggest that relationships among lecturers at USWIM Nabire are generally harmonious and characterized by cooperation. This collaborative environment encourages the exchange of ideas and academic experiences. Interactions between lecturers and students are also relatively positive. Lecturers strive to create open and interactive learning environments that encourage students to participate in the learning process actively.

Another important aspect concerns work facilities. Observation and interview findings indicate that several academic facilities at USWIM Nabire remain limited. Facilities such as classrooms, lecturer offices, and technological infrastructure supporting teaching activities require improvement. In particular, lecturers highlighted the need for greater access to digital learning technologies to support more innovative and interactive teaching methods.

Finally, leadership support emerges as a significant factor influencing lecturer welfare. Informants reported that university leaders generally demonstrate openness in supporting lecturers' academic activities, including research participation, academic seminars, and professional development programs. Leadership support also contributes to creating a conducive academic environment. Lecturers reported feeling more motivated when institutional leaders acknowledge their contributions. Consequently, leadership support plays a crucial role in strengthening lecturer welfare and improving learning quality at USWIM Nabire.

Overall, the findings indicate that lecturer welfare at USWIM Nabire is multidimensional, encompassing both financial and organizational factors. These dimensions collectively shape lecturers' motivation, professional engagement, and teaching practices, which ultimately influence the quality of learning within the institution. From a higher education management perspective, improving lecturer welfare therefore represents an important institutional strategy for strengthening

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academic performance and sustaining the quality of learning in private universities operating in geographically constrained regions.

Quality of Learning

The findings of this study indicate that the quality of learning at Satya Wiyata Mandala University (USWIM) Nabire is influenced by several interconnected factors, including learning planning, implementation, evaluation, and lecturer competence. These aspects collectively shape the effectiveness of the teaching and learning process within the institution. From a higher education management perspective, the quality of learning reflects not only pedagogical practices in the classroom but also the institutional capacity to support lecturers in planning, implementing, and evaluating learning activities effectively. The key aspects of learning quality identified through interviews, classroom observations, and document analysis are summarized in Table 2.

Table 2. Quality of Learning at USWIM Nabire

No.	Aspects of Learning Quality	Indicator	Exploration Focus	Statement
1	Learning Planning	RPS	Alignment of the RPS with learning outcomes	Not quite right
2	Implementation of Learning	Learning methods	Variation in methods	Lectures, discussions
		Use of media	Use of technology and media	Using technology and supporting media
		Academic interaction	Participation and two-way communication	Two-way
3	Learning Assessment	Assessment techniques	Variation and fairness in assessment	Not good
4	Lecturer Competency	Pedagogical competence	Classroom management skills	Not good
		Professional competence	Mastery of the material	Not good

The data presented in Table 2 demonstrate that several pedagogical and institutional factors influence the quality of learning at USWIM Nabire. These include the effectiveness of learning planning, the implementation of teaching strategies, the evaluation of student learning outcomes, and the competence of lecturers in managing the learning process.

The first aspect influencing learning quality is learning planning, particularly the preparation of the Semester Learning Plan (Rencana Pembelajaran Semester/RPS). Based on interview findings, most lecturers prepare learning planning documents before conducting lectures. These preparations typically include defining learning objectives, preparing teaching materials, selecting instructional methods, and designing assessment strategies for the Semester.

The RPS serves as the primary guideline for lecturers in organizing learning activities. It outlines learning objectives, course content, teaching strategies, and

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evaluation systems that will be applied throughout the Semester. In principle, this planning process aims to ensure that learning activities are structured and aligned with expected learning outcomes.

However, the findings indicate that the alignment between the RPS and the intended learning outcomes is not always optimal. Some lecturers reported difficulties in ensuring that their learning plans fully correspond with course learning outcomes. In several cases, lecturers experienced time constraints in preparing comprehensive learning plans due to heavy academic workloads. These conditions may reduce the effectiveness of learning planning as a strategic component of teaching management.

Despite these limitations, many lecturers attempt to design learning plans by considering students' characteristics. Differences in students' academic backgrounds, learning abilities, and experiences are taken into account when determining appropriate learning strategies. Lecturers also reported using various sources, including textbooks, academic journals, and digital literature, to ensure that teaching materials remain relevant to scientific developments and academic needs.

The second aspect concerns the implementation of learning activities. Classroom observations indicate that the learning process at USWIM Nabire generally involves active interaction between the lecturer and students. Lecturers employ a combination of teaching methods to deliver course material.

Lectures remain the most commonly used method, particularly for explaining fundamental theoretical concepts. However, lecturers often combine lectures with other interactive approaches such as group discussions, student presentations, and question-and-answer sessions. These strategies aim to increase student participation and promote active engagement in the learning process.

Group discussions are widely used to encourage students to exchange ideas and develop critical thinking skills. In such activities, students are given opportunities to present their perspectives and engage in collaborative problem-solving. Lecturers typically act as facilitators, guiding discussions, clarifying concepts, and providing additional explanations when necessary.

Student presentations are also integrated into several courses as part of the learning strategy. Through presentations, students are encouraged to explore course materials more deeply while simultaneously developing their academic communication skills. Presentation sessions are generally followed by interactive discussions that allow other students to ask questions and provide feedback.

These interactive practices contribute to a more dynamic learning environment. Lecturers seek to create an open classroom atmosphere where students feel comfortable expressing their ideas and asking questions. Nevertheless, the integration of digital technology in learning activities remains limited. Several lecturers indicated that restricted access to technological facilities in classrooms constrains the use of digital-based learning media. As a result, many lecturers continue to rely on conventional teaching approaches.

The third aspect influencing learning quality is learning evaluation. Lecturers at USWIM Nabire employ various assessment methods to evaluate student learning outcomes. The most common evaluation tools are written examinations, including midterms and finals, used to assess students' understanding of key course concepts.

In addition to written examinations, lecturers also assign individual and group assignments. Individual assignments often take the form of academic papers, case studies, or summaries of lecture materials. These assignments are intended to strengthen

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students' ability to analyze information independently and deepen their understanding of course content.

Group assignments encourage collaborative learning and teamwork among students. Through group tasks, students are expected to work together to solve academic problems and share their perspectives on course materials. In some courses, lecturers also incorporate participation-based assessment by evaluating students' involvement in discussions, presentations, and other learning activities.

Lecturers also attempt to provide feedback on student performance after evaluations. Feedback is usually delivered in the form of explanations regarding common errors in students' answers and suggestions for improving their understanding of course material. Such feedback aims to help students improve their learning strategies in subsequent lectures.

Despite these efforts, the findings suggest that the evaluation system's overall effectiveness remains limited. Some lecturers reported difficulties in designing comprehensive assessment systems that effectively measure students' learning outcomes. As a result, the evaluation process does not always accurately reflect students' academic development.

The fourth aspect influencing learning quality is lecturer competence, encompassing both pedagogical and professional competence. The findings indicate that several lecturers still experience limitations in these areas.

In terms of pedagogical competence, some lecturers struggle to manage classroom learning effectively. This includes difficulties in organizing learning activities, facilitating discussions, and applying varied instructional strategies that accommodate diverse student learning needs.

Professional competence also presents certain challenges. Some lecturers demonstrate limited mastery of course material or provide explanations that are less connected to practical contexts. In several cases, examples used in lectures are not fully relevant to real-world situations, which may limit students' ability to understand concepts in depth.

Another issue concerns participation in professional development activities. Several lecturers indicated that they rarely participate in academic training, seminars, or workshops on teaching strategies or developments in their fields. Limited participation in such activities may affect lecturers' ability to update their knowledge and strengthen their professional competencies.

Overall, these findings suggest that learning quality at USWIM Nabire is influenced by a combination of pedagogical practices, institutional support systems, and lecturer competencies. The interaction between these factors reflects the broader institutional context in which lecturers perform their academic duties. From a higher education management perspective, improving learning quality therefore requires not only pedagogical improvements at the classroom level but also institutional strategies that strengthen lecturer welfare, professional development, and academic support systems.

Efforts to Improve the Welfare of Lecturers and the Quality of Learning at USWIM Nabire

Improving the Welfare of Lecturers

Improving lecturer welfare has become a strategic factor in determining the effectiveness of higher education management, particularly in private universities in regions facing structural and geographical challenges. In the context of Satya Wiyata

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Mandala University (USWIM) Nabire, the issue of lecturer welfare is particularly significant, as the institution operates in Central Papua, a region characterized by distinct social, economic, and infrastructural conditions compared to universities in western Indonesia. As a higher education institution with a responsibility to contribute to the development of local human resources, USWIM Nabire depends heavily on the professionalism and dedication of its lecturers. Consequently, efforts to improve lecturer welfare are closely linked to broader initiatives to enhance learning quality and institutional performance.

The professional status and rights of lecturers in Indonesia are formally regulated through Law Number 14 of 2005 concerning Teachers and Lecturers, which guarantees lecturers the right to receive decent income, social security, professional recognition, career advancement, and legal protection. However, the implementation of these principles within private higher education institutions often depends on each institution's financial capacity and governance structure (Sukidin, 2023). At USWIM Nabire, which relies primarily on tuition fees and support from its managing foundation, the management of lecturer welfare must be implemented through realistic and sustainable institutional strategies. Limited access to alternative funding sources, such as national research grants and collaborative research programs, further constrains the institution’s ability to provide optimal welfare support for lecturers.

The quality of lecturers is widely recognized as a crucial factor in improving the performance of higher education institutions and study programs (Le et al., 2025). At USWIM Nabire, lecturers are expected to meet several academic requirements, including holding at least a master's degree, maintaining functional academic positions, and demonstrating measurable research productivity. These expectations significantly increase lecturers' professional responsibilities. In addition to teaching, lecturers are required to conduct research and publish scientific work as part of their academic duties. In practice, the limited number of lecturers at USWIM Nabire often results in lecturers teaching multiple courses across different semesters or even across several study programs. This situation requires high levels of flexibility and academic preparedness. When such conditions are not accompanied by proportional compensation and welfare support, they may lead to excessive workload and the risk of academic burnout (Watts & Robertson, 2011). Therefore, effective workload management and the provision of additional incentives for lecturers with greater responsibilities are essential components of institutional welfare strategies.

Insufficient lecturer welfare may also affect the retention of academic staff within the institution. Higher education institutions frequently face the risk of losing lecturers to other universities that offer more competitive compensation or more favorable working environments. High turnover among lecturers can disrupt curriculum continuity and undermine the stability of the learning process. Students require consistent academic guidance, particularly in supervising research projects and final theses. By improving lecturer welfare, universities can not only maintain the motivation of existing academic staff but also strengthen institutional loyalty and reduce the likelihood of staff turnover (Sabharwal & Corley, 2009; OECD, 2019).

Lecturer welfare also directly influences the quality of learning interactions. Lecturers who experience stable financial conditions and supportive institutional environments tend to demonstrate greater creativity and innovation in developing teaching strategies. Such conditions allow lecturers to design systematic Semester Learning Plans (RPS), integrate appropriate learning technologies, and implement

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assessment strategies aligned with learning outcomes (Mohanty & Aamir, 2018). In the context of USWIM Nabire, learning innovation must also take into account students' diverse social and cultural backgrounds. When lecturers experience adequate welfare conditions, they are more able to design contextual and inclusive learning approaches that address the specific needs of their students.

In addition to financial aspects, the psychological well-being of lecturers plays an important role in shaping the quality of learning. A supportive and harmonious work environment contributes to lecturers' mental well-being, which in turn influences the quality of their communication and interaction with students (Widiartha, 2024). Within the context of USWIM Nabire, where academic resources and infrastructure are relatively limited, the emotional stability and job satisfaction of lecturers become particularly important for maintaining a positive academic climate. Studies suggest that supportive academic environments and strong collegial relationships can enhance lecturers' professional engagement and institutional commitment (Kohan et al., 2023). Therefore, efforts to improve the quality of higher education must also involve strengthening human resource management strategies that prioritize lecturer welfare and professional development (Serrano et al., 2025).

In response to these challenges, USWIM Nabire needs to formulate institutional policies that support the sustainability of lecturer welfare. One possible strategy is diversifying institutional funding sources through partnerships with local governments, collaborations with external research institutions, and participation in national research grant programs. Such initiatives can increase institutional financial capacity while simultaneously expanding opportunities for lecturers' professional development and research engagement. Strengthening collaboration networks with external stakeholders may also improve both the material and non-material dimensions of lecturer welfare.

Overall, lecturer welfare at USWIM Nabire represents a key factor in achieving sustainable improvements in learning quality. Adequate welfare conditions strengthen lecturers' motivation, loyalty, and professionalism in carrying out the tridharma of higher education. Conversely, inadequate welfare conditions may create structural barriers that hinder efforts to improve educational quality. Therefore, policies aimed at improving lecturer welfare should be viewed not merely as financial expenditures but as long-term strategic investments that support the sustainability and academic reputation of the institution within the broader landscape of national higher education development.

Improving Learning Quality

Improving the quality of learning is one of the central objectives of higher education management, particularly in private universities operating in regions with structural and geographical challenges, such as Satya Wiyata Mandala University (USWIM) in Nabire. In higher education systems, learning quality is not only measured by the production of competent graduates but also by the effectiveness and relevance of the learning process itself. Universities are expected to implement learning systems aligned with national higher education standards and oriented toward achieving graduate learning outcomes (Pancawati, 2023). Within this framework, improving learning quality requires integrating pedagogical practices, institutional policies, and academic support systems.

Multiple interrelated factors, including learning planning, teaching strategies, lecturer competence, the use of educational technology, learning evaluation, and institutional governance, shape the quality of learning. These elements must function in an integrated manner in order to create meaningful and effective learning experiences for students. In this sense, the learning process is not limited to the transmission of

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knowledge but also involves the development of students' critical thinking abilities, creativity, and professional competencies (Mukhid, 2007). Consequently, improving learning quality requires a systematic approach that connects classroom practices with broader institutional management strategies.

One of the fundamental elements in improving learning quality is effective academic planning. Learning planning must begin with the preparation of a comprehensive Semester Learning Plan (Rencana Pembelajaran Semester/RPS), which outlines instructional objectives, learning strategies, teaching media, and assessment indicators. A well-designed learning plan enables lecturers to organize learning activities in a structured, measurable way. Through systematic planning, lecturers can align learning objectives with instructional methods and evaluation strategies, thereby ensuring that learning activities support the achievement of intended outcomes. Effective learning planning also requires continuous monitoring and evaluation of the learning process to make necessary adjustments during the implementation of teaching activities (Sholeh, 2023).

Another important factor in improving learning quality is the competence of lecturers. Lecturers must possess strong pedagogical competence, subject-matter mastery, and the ability to apply innovative teaching methods in the classroom (Fernandes et al., 2023). These competencies directly influence the effectiveness of the learning process. In higher education institutions, the professional development of lecturers through training programs, academic workshops, and advanced study opportunities is crucial to strengthening these competencies. The performance and professional capacity of educators represent a dominant factor in determining learning quality, making the continuous development of teaching strategies, learning media, and instructional methods essential for improving educational outcomes (Bilal et al., 2017).

In the contemporary digital era, the integration of educational technology has become increasingly important for improving learning quality. Lecturers are expected to incorporate digital tools and platforms that enhance interaction, accessibility, and flexibility in the learning process. Technology-based learning systems, including e-learning platforms, multimedia learning environments, and adaptive learning technologies, can improve the effectiveness of higher education by facilitating personalized learning experiences for students (Sappaile et al., 2024). The significance of digital learning has become even more apparent in the post-COVID-19 era, where hybrid learning models—combining face-to-face and online instruction—have become a new standard in higher education systems worldwide (O'Grady, 2025). For institutions such as USWIM Nabire, strengthening digital learning infrastructure is therefore an important strategy for improving learning quality.

Another critical aspect is learning evaluation, which serves not only as a mechanism for measuring student achievement but also as a tool for improving teaching practices. Effective evaluation systems enable lecturers and institutions to assess whether learning objectives have been successfully achieved. Comprehensive and competency-based evaluation approaches provide constructive feedback to both students and lecturers, enabling continuous improvement in the learning process (Carless, 2007). Institutional policies also play an essential role in supporting the effectiveness of learning evaluation systems. Clear regulations regarding curriculum design, lecturer responsibilities, teaching workload, and classroom management create a stable framework for improving learning quality (Chaerunisyah, 2021). Policies that support curriculum development,

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infrastructure investment, and regular lecturer training can significantly enhance the effectiveness of learning systems within higher education institutions (Pancawati, 2023).

Improving learning quality at USWIM Nabire also requires a strong institutional commitment to holistic academic development. This commitment includes strengthening lecturer competence through training programs, research collaboration, and academic networking. The development of a conducive academic environment supported by adequate learning facilities can encourage greater student participation and engagement in the learning process (Muarif & Hasannudin, 2025). In addition, collaborating with external stakeholders—such as industry partners, local communities, and government institutions—can offer students practical learning opportunities, including internships, field studies, and applied research projects. Such collaborations help align university curricula with labor market needs and enhance the relevance of graduate competencies (Plessis et al., 2024).

Another important dimension in improving learning quality is the development of a strong academic culture within the university. Academic culture involves promoting academic ethics, fostering discipline in scholarly activities, and encouraging intellectual curiosity and collaborative learning. A supportive academic environment motivates both lecturers and students to improve their knowledge and skills continuously. Activities such as internal seminars, academic discussions, and research presentations strengthen academic engagement and promote constructive exchanges of ideas within the academic community (Fadilah, 2024). In this regard, improving learning quality should be viewed as a collective responsibility shared by all stakeholders within the university, including institutional leaders, lecturers, students, and external partners. Effective academic leadership and professional institutional management are crucial to ensuring that these stakeholders work collaboratively toward common educational goals (Širec & Rožman, 2025).

Furthermore, improving learning quality at USWIM Nabire requires adopting student-centered learning approaches. Student-centered learning encourages active participation, problem-solving, collaborative learning, and critical thinking. Instructional methods such as project-based learning, case-based learning, group discussions, and student presentations can significantly enhance student engagement in the learning process. These approaches enable students to apply theoretical knowledge to real-life situations and develop practical competencies relevant to their future professional careers (O'Grady, 2025).

In addition, implementing continuous learning evaluation systems, including formative and summative assessments, is essential to ensuring the effectiveness of the learning process. Formative assessment allows lecturers to monitor students' learning progress and provide immediate feedback during the learning process. In contrast, summative assessment evaluates overall learning outcomes at the end of a learning period. The integration of these evaluation approaches provides valuable data that can inform institutional decision-making and support continuous improvement in teaching practices (Aknouch, 2025).

Overall, efforts to improve learning quality at USWIM Nabire require a comprehensive, strategic approach that integrates academic planning, development of lecturer competence, utilization of educational technology, effective evaluation systems, supportive institutional policies, external collaboration, and a strong academic culture. When these elements function synergistically within a well-managed institutional framework, universities can create learning environments that foster student

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engagement, academic innovation, and sustainable educational quality. Through such integrated efforts, improvements in learning quality can significantly contribute to the development of competent and adaptive human resources in Central Papua and, more broadly, in Indonesia.

CONCLUSION

This study examined the relationship between lecturer welfare and learning quality at Satya Wiyata Mandala University (USWIM), Nabire, from a higher education management perspective. The findings show that lecturer welfare is a multidimensional factor that includes both material aspects—such as basic salary, professional allowances, and performance incentives—and non-material aspects, including job satisfaction, motivation, workload balance, institutional environment, and leadership support. These factors significantly influence lecturers' motivation, professionalism, and engagement in carrying out the tridharma of higher education.

The results also indicate that learning quality at USWIM Nabire is influenced by several interrelated components, including learning planning, instructional implementation, evaluation systems, and lecturer competence. Although lecturers attempt to implement interactive learning strategies and maintain active communication with students, structural constraints such as limited technological infrastructure, high workloads, and restricted professional development opportunities continue to affect the effectiveness of the learning process.

Overall, the study highlights that improving lecturer welfare is closely related to efforts to enhance learning quality. Adequate welfare conditions enable lecturers to focus more effectively on their teaching responsibilities, develop innovative learning methods, and create a more conducive academic environment. Therefore, strengthening lecturer welfare policies, improving institutional support systems, and investing in lecturer professional development are essential strategies for improving learning quality and sustaining the performance of private higher education institutions, particularly in regions with geographical and structural limitations such as Central Papua.

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