




Tree-HR Model: Key Enhancements for Talent Development in Academia

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Abstract. The tree model depicts individuals as trees, where the roots represent spirituality, the trunk represents competence and personality, and the fruits or leaves represent behavior. This model is used in training programs that aim to improve performance and enhance human resource capabilities in higher education. The purpose of this study is to find important variables in the tree structure, as a concept of learning and human resource development. This study will answer the root variables of human success, competency variables and behavioral variables and successful activities. This study is an applied research using qualitative methods with the SLR (study literature review) approach using a literature review of 120 research articles, SWOT analysis, and focus group discussions (FGD). Key factors that support human resource development in higher education, based on literature and expert opinion, are: (1) roots—commitment to success, educational values, and spirituality; (2) trunk—competency development with detailed attributes, environmental factors, and lecturer professionalism; and (3) fruits/leaves—empowering students to build soft and hard skills, facilitating knowledge sharing, managing knowledge, and promoting social responsibility for organizational transformation.

Keywords: *Tree HR Model, Performance Improvement, HR The Academia.*

1 INTRODUCTION

The Academia plays a very important role in improving the quality of human resources, especially to face the era of disruption and change. The implementation of the Tri Dharma of higher education which includes education, research, and community service can encourage the acceleration of human resource development, especially in facing the demographic bonus in 2045. The role of The Academia as an agent of development is supported by a number of advantages contained in it, namely human resources, institutional tools, and research and study capabilities [1]

Human resources are a determining factor in the implementation of education in Academia. Universities need to facilitate human resources in order to have the knowledge, skills, and attitudes that can support the achievement of high performance through the process of human resource development [2]. Various models have been designed as human resource development strategies, one example is the HRM Tree Model developed from QS. Ibrahim: 24-25 by [3].

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The tree model likens individuals to trees, with roots representing spirituality, the stem symbolizing competence and personality, and fruits or leaves reflecting behavior. This model can be applied in training programs to enhance performance and build the capacities of human resources in Academia. Beyond improving performance, the tree model can also be utilized to optimize leadership potential in human resources. Consequently, this study aims to analyze the implementation of the tree model in developing human resources within Academia settings.

1.1. The Academia Human Resources Development Category: A review of Human Resource Development in Academia identified 26 articles from various countries, using the keyword "The Academia." These articles primarily explored the application of Talent Development in Academia systems in countries like Kazakhstan, Bangladesh, India, Portugal, Malaysia, Jordan, and Oman, with a notable focus on India. The articles centered on developing both individual and organizational human resources within these contexts. The research typically explored the dynamics between different variables including team member recruitment, job satisfaction, work environment, motivation, involvement, turnover, leadership, work ethics, organizational commitment, and work stress. Numerous studies highlighted how HR management practices influence organizational performance, campus reputation, development, curriculum impacts, competitiveness, educational quality, and sustainability.

Despite the core focus, some articles expanded on other relevant topics like Green HRM, HR productivity, and work ethics, still aligning with the overarching goal of offering a comprehensive view on HR management implementation in Academia and the pertinent issues faced by these institutions.

Various HR development models were identified from the literature, applicable across diverse industries including banking, palm oil plantations, fintech, and MSMEs/entrepreneurship. These models ranged from simple single-variable models like those for industrial relations, training, competence, career, and performance, to more complex visual or tabulated models integrating multiple HR management pillars similar to the critical functions of SKKNI in human resource management. Not all models were visually represented; some were detailed narratively or in table format, but the most effective typically utilized diagrams or pictures.

These models were also evaluated in comparison to previous HR development models like the Islamic HR management models and others such as the Harvard and Michigan models, including adaptations seen in Malaysia. These are benchmarked against the essential functions in the SKKNI tailored to suit HR development in Academia.

Additionally, the HR development model discussed is designed for industry, necessitating a representation of business processes tailored to The Academia. Unlike the profit-driven focus of industrial sectors, The Academia processes are primarily centered around core academic activities including teaching, research, and community service, supported by non-academic functions like HR management, finance, and student affairs. The primary aim is not profitability, though some private universities might emphasize this aspect, but rather to foster a strong academic reputation and excel in the fundamental pillars of The Academia. This approach is structured around Law No. 12

of 2012 on The Academia and Government Regulation No. 4 of 2014 on the Implementation and Management of The Academia, modified in accordance with Porter's model as demonstrated in IPB [6] dalam Ramly, et al [7], as depicted in Figure 1.



Figure 1. The Academia Business Process Model by IPB University [6]

Human resource management and development in Academia include both academic personnel, like lecturers, and non-academic staff, such as administrative workers. Therefore, universities are tasked with the effective management and development of both groups. While often considered part of the supporting activities, the role of educational staff is essential, as they enable the key processes of teaching, research, and community service. Typically, the HR department in Academia falls under the purview of the second vice chancellor, who manages all supporting divisions. This necessitates the second vice chancellor to allocate staff across several departments, such as finance, human resources, infrastructure, and administration. In contrast, the third vice chancellor typically manages student affairs.

1.2. The Competency Standards for determining the appropriate model are sourced from the Indonesian National Work Competency Standards (SKKNI), which include various competency units (UK). The relevant standards for this study were specified in SKKNI No. 149 of 2020, focusing on the national work competency standards for basic professional, scientific, technical services, head office operations, and management consulting in human resource management. The SKKNI has been updated from its 2015 version, reducing the number of competency units from 104 to 61. Mahdani [8] notes that the impact of SKKNI on practical HR competencies in the industrial sector is somewhat limited due to poor dissemination of its content, roles, and functions. This study specifically addresses competency units developed by field experts and practitioners.

SKKNI No. 149 of 2020 features 61 competency units, each with 2-3 sub-units and each sub-unit comprising 2-4 elements of competence (KUK). These units are aligned

with nine essential HRM practice functions, which are: (1) Developing HR management strategies to achieve the organization’s vision and mission, (2) Constructing an effective and efficient organizational structure, (3) Planning, sourcing, and selecting quality human resources for current and future needs, (4) Managing competitive and fair compensation, (5) Aligning employee performance with the organization's strategic objectives, (6) Managing the learning and development process to boost HR effectiveness, (7) Integrating talent management to sustain the organization, (8) Enhancing employee and industrial relations to meet organizational goals, and (9) Keeping HRM data and implementing policies effectively [9].

The primary role of the SKKNI is consistent with the HR development model recommended by experts. A practical example from the industrial sector is PT Astra International Tbk's Astra Human Capital Management (AHCM), which is depicted under a foundational framework in Figure 2 [10]



Figure 2. Basic Framework (Pillars) of Astra Human Capital Management [10]

The human resource development model for The Academia examined in this study is grounded in a review of relevant literature. Researchers identified 11 different models applicable to HR development in Academia environments. Of these five models, five models that are often used in the banking sector will be studied in more depth. The following is a detailed explanation of these models according to Masrom [11]:

1.2.1 Harvard Model: Illustrated in Figure 3 and developed by Beer et al. [12], the Harvard model functions as a guide for organizational leaders in managing their relationships with employees. It emphasizes the human relations side of HRM, often classified as a "soft" approach, which focuses on people rather than strict processes. This

model aims to cultivate commitment among team members, thereby boosting their loyalty to the organization.

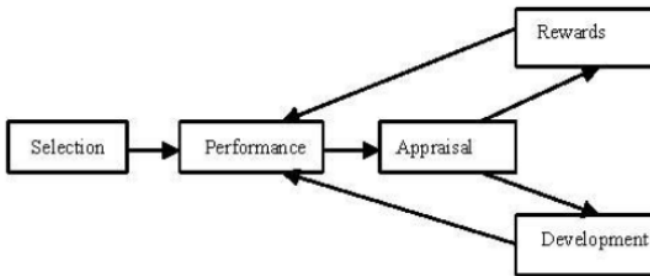


Figure 3. Armstrong's Michigan model [11]

As depicted in Figure 3, the Michigan model, designed by Armstrong [13], emphasizes the HRM process and is often referred to as a complex model. It advocates for managing people similarly to other organizational resources: acquiring them efficiently, utilizing them effectively, and maximizing their potential. The model also highlights the connection between HRM activities and organizational performance, with a focus on selection, evaluation, development, and reward systems that are aligned with the organization's goals.

1.2.2 Guest Model. The Guest Model, illustrated in Figure 4, emphasizes the role of management in effectively integrating HRM practices. The aim of this approach is to enhance both individual and organizational performance. In contrast to performance management, this HRM model emphasizes preparing employees to adjust to organizational changes by enhancing training, implementing fair evaluations, optimizing selection processes, offering rewards, designing jobs effectively, promoting engagement, and ensuring job security. These factors aim to achieve better outcomes, such as greater commitment and flexibility [14].

<u>Policies</u>	<u>Human resource outcomes</u>	<u>Organisational outcomes</u>
Organisational and job design Policy formulation and implementation/management of change	Strategic planning/ implementation	High job performance High problem-solving
Recruitment, selection and socialisation	Commitment	Successful change
Appraisal, training and development	Flexibility/adaptability	Low turnover
Manpower flows – through, up and out of the organisation		Low absence
Reward systems	Quality	Low grievance level
Communication systems		High cost-effectiveness i.e. full utilisation of human resources

Figure 4. Guess Model Based on Guests [14]

1.2.3 Warwick Model. The Warwick model, shown in Figure 5, was crafted by Hendry and Pettigrew [15] and played a central role in the strategic changes implemented at Warwick University during the early 1990s. This model adopts an analytical approach to HRM, underscoring how personnel roles shape human resource strategies. It is widely used by researchers to analyze contexts within HR frameworks by pinpointing both internal (organizational) and external (environmental) factors.

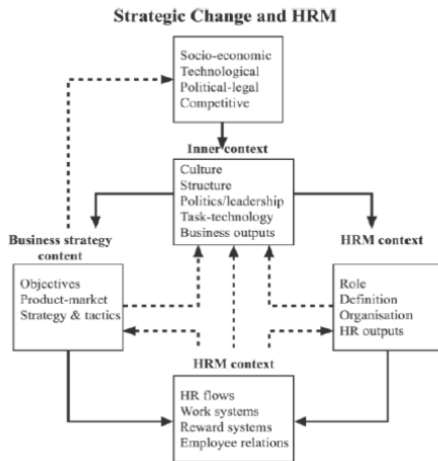


Figure 5. The Warwick model as outlined by Henry and Pettygrew [15]

1.2.4. Islamic Human Resource Management Model. Illustrated in Figure 6, the Islamic Human Resources Management (HRM) model, devised by Junaidah [16], prioritizes fairness and justice by infusing Islamic values into every aspect of HRM. The model demonstrates how empowerment, effective organizational communication, and fair procedures play crucial roles in building team members' trust within their organization.

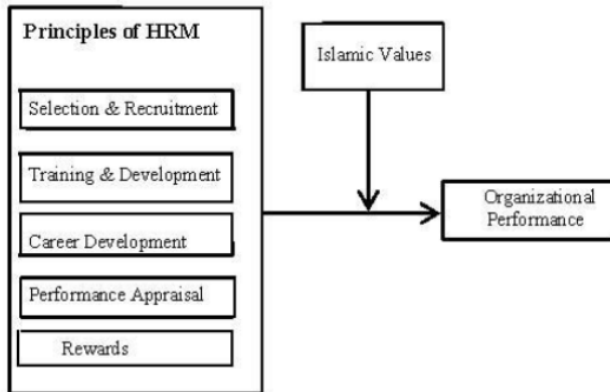


Figure 6. Islamic HRM model based on Jumaidah [16]

2 METHOD

The research utilized qualitative methods, incorporating literature reviews and interviews with HR professionals from various sectors, including organizations, businesses, and academic institutions [17]. The findings were analyzed through a SWOT framework and thoroughly assessed by experts during a Focus Group Discussion (FGD).

A collection of 120 articles from online journals related to human resource development was initially gathered for the literature review. However, applying criteria such as being published within the last 10 years and requiring journals to be indexed in Scopus or Sinta 1 and 2, the set was reduced to 90 articles. These articles were reviewed for their relevance to the research objectives, analyzing aspects such as novelty, problem formulation, research goals, hypotheses (if present), methodology, variables or indicators used, theories referenced, research findings, and their alignment with the research aims. As a result, three thematic categories emerged from 50 journals indexed by Scopus, Sinta 1, and 2: (1) General human resource development, (2) Human resource development in academia, and (3) Human resource development models, each consisting of around 30 articles. This systematic review facilitated the creation of a model for human resource development in academia. The methodology and findings of this systematic literature review (SLR), conducted using the Prisma method, are presented in Figure 7..

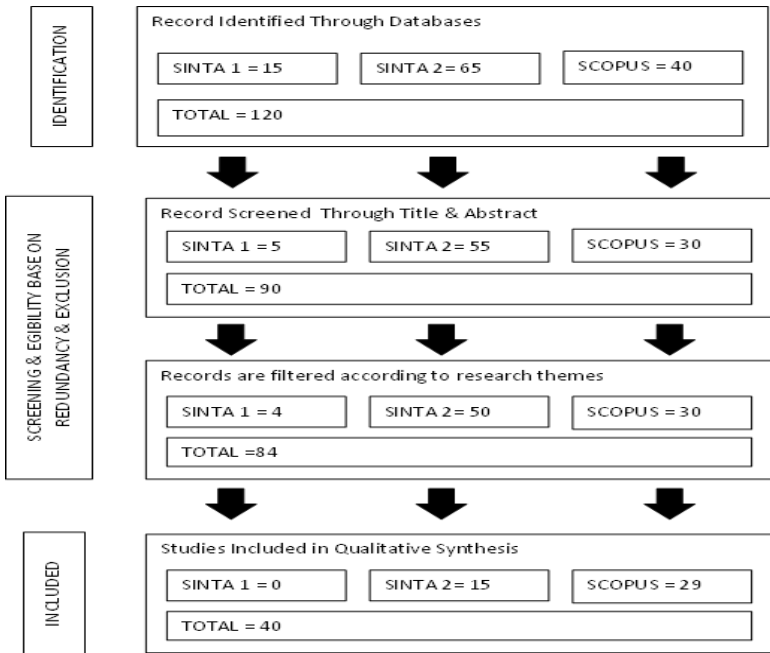


Figure 7. Flowchart of the SLR-Prisma Approach Article Selection Process [18]

Interviews were held with HR experts from both the corporate and academic sectors across six regions in Indonesia: West Java, Central Java, East Java, Kalimantan, South Sumatra, and Aceh. The participants included representatives from ten universities, such as Ibn Khaldun University, IPB University, IAIN Laroiba, Veteran Bangun Nusantara University-Sukoharjo, Airlangga University, Gadjah Mada University, STIE Indonesia Banjarmasin, Bina Dharma University Palembang, USK Banda Aceh, and UNIKI Bireuen. These discussions took place in ten cities: Bogor, Jakarta, Bandung, Surabaya, Sukoharjo, Yogyakarta, Banjarmasin, Palembang, Banda Aceh, and Bireuen.

Additionally, interviews were conducted with HR professionals from five organizations, including PT Quantum HR Internasional, the Indonesian Management Forum, P2SDM IPB University, Ulil Albab Islamic Boarding School Bogor, and Napan Persada Consultants.

The information collected from the literature reviews and expert interviews was organized and analyzed using a SWOT framework. The findings from the SWOT analysis were then further examined and discussed in four separate Focus Group Discussions, which took place at different venues: STIE Indonesia Banjarmasin, Bigland Sentul Bogor, UGM Club Hotel Yogyakarta, and through a Zoom meeting with management statistics experts from Bina Dharma University Palembang.

3 RESULTS AND DISCUSSION

Based on literature studies and focus group discussion with human resources in Academia experts at several universities, variables were obtained that could be a strength for developing human resource development strategies using a tree model (Tree HR Model). The variables are then given a score to determine their level of importance as listed in the following table 1:

Table 1. Model Reinforcement Variables

Strength	Variables	Level of Importance
Roots	Faith in one's role as an educator	4.50
	Cognitive intelligence	2.67
	Integrity	2.00
	Dedication, passion, and commitment	1.00
	Spirituality	4.00
	A nurturing environment	2.00
	Perseverance for success	5.00
	Emotional intelligence	3.00
Stem	Competency development into specific qualifications	2.00
	Aligning job characteristics with personal traits: intelligence, work potential, work style, and personality	1.00
	Environmental factors	2.00
	Competency and knowledge management	1.00
	Lecturer professionalism	2.00
	Inclusive approach to talent development	1.00

Strength	Variables	Level of Im- portance
	The capability to create work and share knowledge with students.	4.00
	The ability to foster both soft skill and hard skill development in students	5.00
Fruits/ Leaves	Lecturers' strong work ethic and professional behavior	2.00
	Organizational culture and growth	1.00
	Productivity in delivering academic services	2.00
	Managing knowledge and promoting social responsibility to foster organizational transformation	3.50
	Institutional image	2.00

Source: Research Result (2023)

Factors can reinforce the *roots* for human resources in Academia based on the results of SWOT analysis and discussions with experts are grit to success, belief as an educator, and spirituality. Lecturers who have grit will have higher affective commitment, which will increase job satisfaction [19]. In terms of Talent Development in Academia, grit plays a role in increasing innovative work behavior in lecturers [20].

The beliefs as an educator possessed by lecturers will have an impact on their skills in teaching, as for example it will affect the formulation of learning outcomes, learning and assessment methods, social climate or classroom atmosphere, perceptions, student attitudes towards learning, final grades, and self-esteem, lecturer self-efficacy, and critical teaching practices [21]. Confidence in achieving success can be built through reinforcing the beliefs and values of the work culture at the university [22]. Belief also affects the success of human resources at work, because by having belief, the psychological obstacles faced at work can be overcome [23].

Spirituality in the workplace can positively impact performance, especially with regard to engagement, retention, interpersonal relationships, and customer services (Summer, 2018). Spirituality can be shaped through leadership style, especially in handling crisis and change. According to Widyanti et al [24], spirituality leadership can increase workplace spirituality, which in turn will increase innovative work behavior. Spirituality is a key factor that directly influences the enhancement of organizational performance. Within the HR-Tree Model, it is comparable to the foundation of human success, symbolized by the roots [3].

Factors can reinforce the *stem* for human resources in Academia based on the results of SWOT analysis and discussions with experts are competency development into specifications, environment, and professionalism of lecturers. Developed lecturer competencies such as knowledge of subject matter, clarity during presentations, interaction with students, teaching creativity, clarity of learning outcomes, classroom activities, and lecture notes can affect research performance and student satisfaction [25].

The environment plays a role in developing lecturer competence. Stated that a work environment full of peer and supervisor support can affect self-efficacy, job satisfaction, emotional exhaustion, and motivation [26]. Mentioned that a work environment full of peer and supervisor support can affect self-efficacy, job satisfaction, emotional exhaustion, and motivation. The professionalism of teaching staff can be reflected through expertise in carrying out tasks both in material and method. Professional educators are characterized by their responsibility to carry out services to students, society, and the state both socially, intellectually, morally, and spiritually [27].

Factors that can enhance the outcomes or "fruit" produced by talents in academia, as identified through the SWOT analysis, were then discussed with experts. These factors include the ability to nurture students' soft and hard skills, knowledge transfer, knowledge management, and fostering social responsibility to drive organizational change. A lecturer's competence, including subject mastery, teaching ability, attendance, and attitude, positively impacts student academic performance [28]. From a student's perspective, an ideal lecturer is someone who thoroughly understands the subject, is willing to assist, and employs inspiring teaching methods [29].

Knowledge management can greatly influence lecturer performance [30]. Effective knowledge management depends on processes that improve the ability, motivation, and opportunities for both organizations and individuals to learn, enhance their knowledge, and translate it into positive results. Universities that adopt knowledge management practices can promote both explicit and tacit knowledge sharing [31].

Tree HR Model: As described [3], the tree structure forms the foundation of the model, known as the principle of success. The sturdy and growing trunk symbolizes core competencies, while the abundant fruit and leaves represent the outcomes of successful efforts. In this analogy, spirituality is the root of human success, competencies provide the foundation for long-term success, and personality traits are comparable to the fruit and leaves that foster and contribute to productive work [18].

The author has transformed this tree structure into a conceptual model for learning, self-development, professional growth, and career advancement, referred to as the pumping model. When applied to human resource development, it is known as the Pumping-HR model. This model reflects the structure of a tree: the solid roots represent the Success Principles in HR management, the growing trunk signifies Pumping Competency, and the consistently produced beneficial fruits and leaves are termed Pumping Action [4].

This study introduces a HR model based on the elements of a tree—roots, trunk, and fruits/leaves. The full Tree HR model is depicted in Figure 8 below..

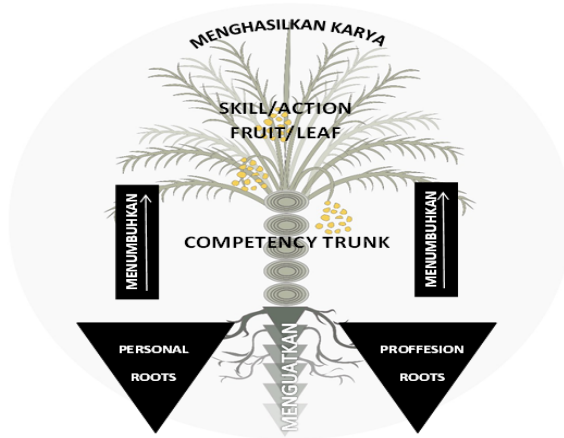


Figure 8. Tree HR Model

The findings in Figure 8 present the HR model tree, consisting of three core components: (1) personal and professional foundations, (2) competency branches, and (3) skills and actions symbolized by fruits or leaves. The personal and professional foundations are built upon key elements such as: (1) self-confidence as an educator, (2) intellectual ability, (3) integrity, (4) commitment, passion, and dedication, (5) spirituality, (6) a supportive environment, (7) perseverance for success, and (8) emotional intelligence. The main competency factors include: (1) translating competencies into specific attributes, (2) aligning job characteristics with personal qualities like intelligence, potential, work style, and personality, (3) the environment, (4) managing competencies and knowledge, (5) lecturer professionalism, and (6) comprehensive talent development.

Lastly, the action-based skills, or "fruits," consist of: (1) the ability to generate work and transfer knowledge to students, (2) teaching both soft and hard skills, (3) maintaining strong work ethics and appropriate lecturer behavior, (4) fostering organizational culture and growth, (5) increasing productivity in academic services, (6) managing knowledge and encouraging social responsibility for organizational change, and (7) building a positive institutional reputation.

These variables are very important for finding and developing talents in the world of education. The process of finding can be done through the process of testing and personality mapping. Meanwhile, development can also be done using coaching techniques [32] and talent development.

4. CONCLUSION

The conclusion of this study highlights the critical role of effective human resource management and development in Academia. Institutions are encouraged to adopt an integrated HR development model that encompasses a holistic HR development process, a personalized and humane approach, the cultivation of a supportive work envi-

ronment, and the integration of spiritual values to ensure fairness and justice. This research led to the development of the Tree HR Model, a metaphorical framework for human resource development, which is composed of three key components: (1) personal and professional roots, (2) competency stems, and (3) skills and actions symbolized by the fruit and leaves.

Critical supporting factors for Talent Development in Academia, identified through literature reviews and expert input, are vital for underpinning the Tree HR Model. These factors are: (1) roots: a strong will to succeed, a belief in the educational role, and spirituality; (2) stem: the development of competencies into specific attributes, enhancement of the learning environment, and professionalism among lecturers; and (3) fruit/leaves: the capability to train students in both soft and hard skills, facilitate knowledge transfer, manage knowledge effectively, and uphold social responsibility to enact organizational change.

This study is limited by the fact that no test has been conducted on the effect on increasing respondent performance. Further testing, exploring and evaluating the impact on performance in the three important components of the HR Tree Model is recommended.

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