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Recruitment System of Lecturers at Islamic University in Indonesia: Head of Department Perspective

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Abstract

This research is aimed to investigate how recruitment process conducted in Islamic university and what is the head of department policy in Islamic university in on recruitment process and in maintaining the quality of lecturer. A phenomenology approach was adopted. Data were gathered by conducting interviews with five participants which all is head of department (HOD) at Islamic universities in Indonesia. The data analyzed with grounded theory through three steps coding namely, open coding, axial coding and selective coding. The research found five themes related to recruitment process at Islamic university, namely main recruitment stages, recruitment types, applicant selection, recruitment problems and HOD decision. This research was aimed to seek the recruitment process at Islamic university. The future research should examine the impact of recruitment to the lecturer performances. The findings resulted in two implications. Theoretically, it is found that Islamic University had a unique distinction in recruitment process which is based on value and philosophy of the university. Practically, HOD decision in recruitment process should not be interfered, if there are potential candidate should be discussed in senate forum. This research focused on the recruitment process of lecturer at Islamic university and HOD policy on recruitment.

Kata kunci *: Recruitment process; Islamic University; Head of Department policy; Philosophy of University*

Introduction

Higher education world is promising for prospective student in order to achieve their dream. A university with high level rate certainly attracting the interest of prospective student. The more student enrolled, the more instructor be needed in related faculty of the university. The recruitment system of lecturer certainly should be aimed effectively and efficiently so that, the education process activities of higher education could be well-functioned.

According to Indonesian Ministry of Education (PDDIKTI Kemenristekdikti, 2017), number of student in higher education approximately 6,924,511. Meanwhile, number of lecturer is approximately 247,269 which mean 1 lecturer equal to 28 students (PDDIKTI Kemenristekdikti, 2017,p.8) that shows the comparison between lecturer and

student has met the standard of education in Indonesia. On the other hand, number of student in Islamic Public Higher Education are about 458,613 compare to lecturer are about 12,492 which mean it is 1 to 36 or 37 comparison. Meanwhile, number of student in private Islamic Higher Education are about 316,904 compare to lecturer are about 18,563 which mean it is 1 to 17 comparison (Indonesian Statistic Bureau, 2017). Sadly, the number of lecturer is not significant in mathematics due to different number of student from different department (Effendi, 2014;Wajdi, 2016).

Meanwhile, there are two recruitment systems that held by organization and indeed by human resource department of the university, to recruit certain quality lecturer. Human Resources Development (HRD) of university could easily hiring internal employee by sent them into master degree or re-sent the existing lecturer to doctoral level (DeVaro, 2020, p.2). Unfortunately, internal recruitment for lecturer require high fund by the university. And indeed, need long time period to recover the employee or existing lecturer who went to higher education level.

On the other hand, external recruitment requires adjustment to organizational culture (Klement, 2015, p.4). Furthermore, the quality of new recruits is not as expected as the demand of the related department of faculty in the university. It is affect to the high cost to re-train and adjust them to campus culture and work environmental (Richardson, 2009, p.2). Indeed, those are the challenges that must be faced by the university HRD. Where they could found new talents, and in time the cadres that be sent to study will return to strengthen campus performance.

Another problem of the new recruits is ghosting. Sometimes prospective applicant that applied to be new recruits, are failed to turn up to interview for some reasons. Most of the reason is the candidate applied in various university, and if there interview called they choose the most promising in their perspective (Carroll et al., 1999, p.245). This trend is affecting to the recruitment process and frustrating the HRD.

In doing so, researcher intend to answer, how is the recruitment system of lecturer at Islamic University in Indonesia according to HOD perspective? and How is the HOD Policy to Maintain the new recruits in TQM?. Hopefully this paper could contribute to their policy of recruitment and certainly could contribute to the knowledge especially in Islamic perspective. The organization of this report is divided into introduction, Literature review, research method, finding, discussion, and conclusion.

Recruitment System in University

Firstly, Recruitment system is refer to what is recruitment defined as. Some expert defined recruitment as searching process of qualified candidate to apply a job in an organization (Koch et al., 2018, p.2). Meanwhile, other defined it as searching process of prospective employee to apply a job (Kaharuddin et al., 2018, p. 3585). Recruitment then defined as all process of practices and activities carried on by the organisation for the primary purpose of identifying and attracting potential employees (Gilani & Cunningham, 2017, p. 241). To sum up recruitment is purposed to finding a right man in a right place in such organization or company. Recruitment also linked to selection,

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some people argued that both recruitment and selection is a one same process (Chanda et al., 2010, p. 4), while other thought different. Therefore, selection needs to be defined clearly to sight the differential of recruitment and selection.

Selection defined by some expert as an assessment and efficiency development process in an organization or company in order to meet the best-qualified employee (Tripathi, 2017: p. 37). It is clear, that selection conducted to find the most suitable candidates for any given position (Salgado, 2017: p. 1) in organization or company. Therefore, selection can be concluded as a part of recruitment.

Secondly, recruitment has its own method or type, namely, internal recruitment (Dan et al., 2020: p. 2756) and external recruitment (Nuraisyah et al., 2020: p. 35), formal and informal chanel (Gërxhani & Koster, 2015, p. 783). Also in the process there are screening and categorizing (Lepistö & Ihantola, 2018, p. 110) of the candidate to find ideal fit to the job. Furthermore, there are conventional recruitment and e-recruitment (Ladkin & Buhalis, 2016; p. 3585) in now-days recruitment and selection process that conducted by company and even higher education in recruiting and selecting new lecturer. Therefore, the type of recruitment process we could say as the system of recruitment (Kalio & Zeb-Obipi, 2018), p. 8). In the case of lecturer recruitment, the possible way to do the recruitment was with internal (DeVaro, 2020, p.2) and external hiring (Klement, 2015, p.8) where both had their own advantages and disadvantages (K, 2010; p. 228). In fact, outweigh and disadvantages of internal and external hiring are the undeniable challenges to recruit a qualified lecturer.

On the other hand, the recruitment problem faced about is ghosting were prospective applicant that applied to be new recruits, are failed to turn up to interview for some reasons. Most of the reason is the candidate applied in various university, and if there interview called they choose the most promising in their perspective (Freedman et al., 2019: p. 4). This trend indeed, affecting to the recruitment process. Particularly, HOD had a significant role in recruitment system (Wald & Golding, 2019) and indeed, as policy maker, the HOD is part of decision maker to potential and qualified recruits whether they being accepted or being unaccepted.

Head of Department Role and Policy in Lecturer Recruitment

HOD is the policy maker of the department in the faculty along with the Dean. Therefore, the main role of HOD in the department is to manage and to lead (Sharma et al., 2016; p. 50) the department in every particular mater. Whether HOD delegates to the below structural or handle it by themselves. Particularly, one of HOD main role as a manager and leader is how to develop the quality of human resource (Anton Arulrajah, 2017; p. 422) in the department.

As a manager and leader, to recruit a new lecturer or secure existing lecturer as departments' resources (Zarqan, 2017), HOD had to decide and determined all of department qualifications, requirements, and resource function (Arntzen, 2016; p. 2071) under his leadership. Indeed, as the policy maker he need to decide with faculty and

university pilosophy. Therefore, to achieve stakeholder expectation for the qualified lecturer, HOD needs to impose total quality management (TQM) in his department (Song et al., 2018, p. 783) which presents strategic option and an integrated philosophy for Faculty and University.

Quality management in higher education defined as the concept of quality of service in higher education level whether it technical quality or functional quality (Álvarez-García, José., Río-Rama, María de la Cruz del., Simonetti, 2017; p. 702). In connection with quality management, TQM refer to management philosophy which involves an organisational commitment to continuously improve and meet the needs of customers (Ferdousi et al., 2018, p. 854), customer in this context is stakeholder specially the user of educational services.

In other words, TQM in Faculty would focusing on fulfill user needs (Suryanto & Rahmat, 2018, p. 32). The main need of higher education service user is qualified teaching staff or lecturer. Furthermore, we can sum up the indicator of wanted lecturer as follows; Being authoritative and expert in knowledge and skills; Being a good communicator; "Being able" interact with students; Being passionate and inspiring; Being able to facilitate students' independent learning (Su & Wood, 2012,p. 147-150). Indeed, as the first requirement is expert in knowledge and skill in the teaching field of departments under the faculty management.

Research Method

This research was conducted in Indonesia, one country with numerous number of Islamic higher education institutions. Islamic university as it is the highest level of Islamic higher education in Indonesia in term of organization structure according to Regulation of the Republic of Indonesia, Number 60 Year 1999 on Higher Education. Two Islamic Universities in Indonesia has been chosen for this research. The name of the university is anonymous. These universities are one of the oldest Islamic universities in Indonesia, established in 1951 and 1963. Moreover, both universities has a similar program that affect to their recruitment of lecturers namely Islamization of knowledge with their own distinction of tagline. The first is Integration-Interconnection of Islam and Science to achieve Islam Nusantara while the second is Islamization of Contemporary Sciences and his jargon fountain of wisdom mean to be a center for Islamic studies and the Islamization of contemporary sciences. Therefore, the program integrated it to the vision and mission which transformed to every activity, research, society engagement, even to applied sciences that connected to Islamic teaching. At the time this research conducted both university is competing in this program.

This research employs phenomenology approach to describe the essence of a phenomenon, which is recruitment process in Islamic university, by exploring it from the perspective of those who experienced it, which is heads of department, so as to understand the meaning participants ascribe to that phenomenon. This research is aimed to investigate the experience of department heads in Islamic university in recruiting and selecting a lecturer.

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The method of data collection was conducted by three methods namely interview, documentation and observation (Robert k. Yin, 2011: p. 100). First, interview conducted by interviewing five participants. The participants are the heads of department who have been working in the university at least for three years. The details of the participants are represented in Table 1.

Table 1. Participants Profile

Profile	**Participant**				
	1	**2**	**3**	**4**	**5**
Gender	Male	Male	Male	Male	Male
Age (years old)	31	33	42	35	30
Qualification	Masters	Masters	Maters	Masters	Masters
Position as head of department (years)	3	4	4	3	3

The interviews were semi-structured interviews. It is very common for social science researcher to conduct this type of interview (Given, 2008. p. 62). This type is a mix of structured and unstructured interviews, where the questions are pre-planned prior to the interview but the interviewer gives the interviewee the chance to elaborate and explain particular issues through the use of open-ended questions. This type is appropriate to researcher who has an overview of his topic so that they can ask questions. However, they do not prefer to use a structured format which may hinder the depth and richness of the responses. Therefore, it has been recommended that these open-ended questions be piloted in advance. But, if it really necessary snowballing interview would be conducted.

Second, Document analysis is used in this research for triangulation purposes. Besides, the researcher needs to get a deeper meaning and understanding toward performance evaluation in the Islamic university. For the purposes of this research, the researcher analyzed a form which is used for recruitment interview purposes in University X and University Y. in term of ethics the document cannot be attached on appendix due to confidential document are not allowed to be published.

Third, Observation conducted to visit the site or the university when the *kulliyah* recruiting a new lecturer to see directly how they do the recruitment process. The survey became evidences which recorded in a notes, photos or video. The evidences found in the site visit then analyzed as a fact or actual event (Merriam, 1998, p. 118). All the data were analyzed from themes revealed form interviews that were transcribed in to raw data. The data then coded to three steps which is open coding, axial coding and selective coding. The three steps were used to generate the themes and to draw the dynamic concept of recruitment system in Islamic University. Finally, the themes used described in detail to conceptualize the findings of the analysis.

The advantage is qualitative data may be phenomenal and can be too broad and abstract to be explained with the existing paradigm, since the data collection using three ways as mentioned before, thus this research using grounded theory Saunders & Lewis (2012) defined the Grounded Theory as the process to formulate, test and reformulate prepositions until a theory is developed. The first three ways of coding is open coding, it used at the very beginning of the data analysis process. The data was collected from the interviews and the role of being a participating observer and may come in abstract and non-comprehensible format. Khandkar (2009) summarized the open coding as the process of reading and recalling the whole chunks of data several times and record the properties, concept and the dimensions of the data for the purpose of conceptual and ideas categorization.

Second, axial coding prevent rough and sketchy data due to respondents' answers out of topic and irrelevant from what the study intends to find. Open coding that labeling to the concepts in respective categorization, but they may not be interrelated, axial procedure then put it back in new ways by linking them (Kendall, 2000).

The last way, the selective coding which Holton (2007) defines it as the process by which categories are related to the core category. The category is then being developed to be a theory. This is the reason on placing open and selective coding prior to conduct the selective coding step as the ideas, concepts, and categories need to be linked to form a meaningful theory. Meanwhile, the last is identifying the fundamental structure. In this part, the researcher reviewed the exhaustive description to identify key elements or core concepts that were then transposed into a definition of the phenomenon that is reflective of the participants' description of their experience. Finally, for completing the data analysis, validation of the exhaustive description needed from each participant. This step is aimed to ensure that the researcher's perspective in line with the participants' experience.

Findings

The data analysis resulted in five themes related to lecturer recruitment at Islamic University in Indonesia. Namely, Recruitment Stages, Recruitment Types used, Applicant Selection, Recruitment Problems, and Decision HOD. These theme, are most stated by all 5 participants on interview.

Recruitment Stages

Result shows that Public and Private Islamic University almost have same stages on recruiting the lecturer. The stage of recruiting started with the meeting of senate of university. The meet involving the official of university for example vice rector III which oversees the budget and human resource of the university. And indeed, the department of human resource, dean of related faculties and each department of faculty that on demand of recruiting the lecturer. Participant 5 said:

> *….yes before we start to recruit a new lecturer we deliberate it with official of faculty and ask the dean to recruit new lecturer. If the dean approve it. We communicate it with HRD of university and Vice Rector III to get permission in publishing recruitment for our*

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department. And we also ask requirement to the applicant at least have master degree at Marketing, Finance, and Human Resource field.

Participant 3 also emphasize it:

As a head department, when we need to recruit a new lecturer, we have to discuss with the senate of Department about the need of lecturers in my department.

The discussion or meet with the senate of university and department is based on the needs of lecturer at the department, as mentioned participant 3 mentioned above and emphasized by participant 2:

the first we have to communicate first with lecturers we have something like we want to recruit someone it means we need some want. When we need we recruits when we don't need we don't recruit. So because enthusiasm of the students so have many student cause of that we recruits new lecturers

If the senate approve the department to recruit a lecturer then department published open recruitment to public on several media. As participant 1 said:

for how department recruit a new lecturer, for developing the department we need new lecturer, before that we make coordination with human resource department of university to make some publication of open recruitment.

And the statement justified by participant 5:

….And we publish it on our website also on university website and yes we do some word of mouth with now days android application such whatsapp, instagram and so on…..

Recruitment Types

On the other hand, all Islamic University in Indonesia have similar recruitment type based on how their recruit the lecturer. Namely, internal and external recruitment, all of participant had same idea on internal and external recruitment. As participant 1 said that the internal recruit are known person for example staff of department or faculty that asked permission to study and get further academic degree and the external one is to recruit a new lecturer by opening the recruitment to the public. Similar to this participant 1 and 4 said:

Internal hiring we have known the capability of the person and they have one idea in our department and university and then we having them to make develop their capability or they continue their study or doing the research and another. And external hiring we also need make combination about new knowledge, new science, new experience outside the university.

Because in internal hiring we have known the capability of the person and external hiring we do it because there are some specification they offered us.

The reason to conduct internal is it because easy way to search the candidate from staff or even competence student and extremely fit to the budget. Meanwhile, external hiring conducted due to the benchmark of department or to seek new paradigm on the field of study at the department. Participant 3 stated as below:

> *In my department conducts the internal hiring. We select our students who have certain ability and strength in the subject. We offer this opportunity to them due to competencies and non-academic consideration as well. We do this strategy because it is cheaper and easier rather than recruiting from the new candidates. Another reason is that the students who will be lecturer already understand well about the culture of department. However, we also conduct external hiring because we want to find best of the best candidates in that field of study. We need some new paradigm and motivation that come from the external. Using external hiring becomes a benchmark of our quality and product.*

Both internal and external also come with advantage for example the staff or student that sent to study and reach Master or Ph.D degree on international university such as IIUM, UM, USIM, Birmingham University and also best of national university such as UGM, UII, UIN to share and combine paradigm of field study, knowledge and framework. Participant 5 confirm that:

> *we do expected a lot to our cadre so we sent them to reach Ph.D or Master degree at national and international university, for example UGM, UIN, UMS and so on in National Level, at International level like IIUM, UM, USIM and so on and now we like to send our future lecturer at UK for Ph.D this the advantages, we got different view of knowledge we could say framework in developing our core knowledge, and also different experience…*

On the other hand, all university also conduct e-recruitment for applicant as well as conventional or traditional recruitment which is documents posted to HRD of University. Both recruitment types used to capture all applicants which aimed to select qualified lecturer. As stated by participant 3 and 5:

> *Actually we conduct both for those who could not reach us by email we receive the application letter through post-delivery with all document requirements. Minimum applicant degree certificate, photos, CV, and the application letter.*

> *During my experience, we conducted two models, conventional and e-recruitment. We did the conventional because in some ways, we want to know their ability and competences especially in teaching methods and understanding of Islamic norms and values. And for e-recruitment we did it in order to finds as many candidates as possible, so we can select the best candidates. E-recruitment will open the chance the candidates from every single of nation. Thus we can get very big number of candidates with the heterogeneous background of study or university.*

Applicant Selection

After receiving applicant form and document, HRD of University then completely deliver all document and decision to HOD in order to select further field and qualification that fit with department need and demand. There are two kinds of selection to find the academic potential and qualification of lecturer needed in department, namely document selection and competence selection.

Participant 1 stated that base standard qualification of lecturer should be academic degree as he mentioned:

> *Of course in this aaa in this question, the qualification of recruitment for the lecturer in this day at least they have master certificate or doctoral, they have basic to teach and research to develop their basic.*

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The academic certificate then considered as document selection, based on the document HOD could saw the field of study and expertise of the applicant. But, HOD also could increase the standard or set their own standard line to accept a new lecturer. For example, CGPA (Cumulative Grade Point Average) or IPK, language ability, and so on which could be considered as competence selection, related to it participant 3 said:

> *The standard of qualification for potential lecturers consists of 2 part. The first is academic background. The lecturers must graduate from master degree. The CGPA above 3.3 from 4. Having national publication. The ability in using English, active and passive. The non-academic part such as ability for reading al-Qur'an, understanding about the fundamental or the basic of Islamic laws.*

Recruitment Problems

The problem faced when recruiting in University, even recruiting a lecturer is ghosting. Some applicant that passed the document selection and competence selection did not showed up in interview process. Even though, this problem did not affect a lot to the department. The department could in their way in recruiting a more competence candidate from another applicant. As participant 5 said:

> *Yeah there is ghosting sometimes, usually when interview scheduled and the fail to come up. Yes the applicant. Not big effect, we just keep on our activity but waiting for them for a while time seem waste a little bit time, that's all.*

In fact, the real problem of ghosting is nepotism which is some people with power and authorities tried to push and force to accept their candidate, participant 3 said:

> *Yes, sometimes the ghosting is happened. Our institution is a public university or owned by government. The "power people" try to push us to accept their candidates even the candidates are not fit with the qualification.*

Moreover, this kind problem of ghosting affected to the quality of the applicant when they became a lecturer. Participant 3 stated that "*The biggest effect of ghosting is that we cannot recruit and select the best candidates. Finally, the faculty has a low standard or level of lecturer. In the end of the day, the quality of alumni or graduate will be decreasing*". In line with this statement, to solve the problem is by sending the existing lecturer or potential student or staff to continue their study in order to gain a qualified standard lecturer. Sadly, this attempt or strategy raising another problem which forces HOD to recruit a new lecturer to replace the existing one or HOD had to wait in patient for the candidates or cadres to return after they finish the study. Participant 2 said:

> *I think… aaaa it takes longer than if we recruits ourselves but this not big disadvantages, the advantages is more bigger because longer but it makes our recruitment is very match.*

Participant 1 also mentioned about the long time period to the lecturer to finish their study:

> *About internal hiring the disadvantage we need to some aaaa we need what we say time to produce to make them graduation to doctoral or master. We need time not immediately.*

Decision of HOD

The last process of lecturer recruitment is HOD decision whether to accept the applicants or to deny them. All participants had one idea on HOD decision, in short it is 80% of the decision to accept or deny depend on HOD, while the rest of it is recommendation from top level official such as HRD, Dean, or even Rector. Participant 2 said:

> *in my experience, 80% depend on HOD but sometimes it aaa the dean so… aaaa maybe can agree or disagree but aa 80% depend on HOD.*

Moreover, HOD had a full decision on recruitment as participant 5 said that "*The final decision according to Head of Department*". In line with this, participant 3 justified that the final decision all depend on HOD due to his understanding of needs on lecturer at his department. Participant 3 said:

> *The final decision depends on HOD because the most understand the need of lecturers in department is HOD after meeting and discussion with senate. Senate is the board of lecturers.*

Meanwhile, HOD also required in maintaining quality of the existing and new lecturer as well. Therefore, HOD imposed policies on TQM that related to maintain the quality of the lecturer that affect as well to the department in general. This Policy conducted in order to gain the trust of stakeholder and keep the department compete with another department in same study field among all universities in Indonesia. Participant 3 said:

> *We focus on TQM because this department has to face tight competition in workplace and industry. TQM that is conducted in department including service quality of lecturers and staffs as well. Moreover, TQM also leads the lecturers to be more active, productive and discipline. Also, TQM becomes standard of rules for lectures and staffs to be performed according the position to make the best result for stakeholders (industry, students, society and university).*

As well participant, agreed with TQM in maintaining the quality of lecturer. He said:

> *TQM indeed, so we control every lecturer since they accepted or first day work. They need to submit they work load every 6 months or after finishing a semester activity. Including teaching and educating, research, and community services in one report manual application. And that is my duty to ensure all of these goes well and report it to the ministry of education through it department.*

In line with it, HOD then standardized the quality according to workload of lecturer which also supported by government of Indonesia through the Ministry of Education and also Ministry of Religious Affair. HOD mentioned the work load as "Tri Dharma Perguruan Tinggi" as workload and the indicator of TQM for lecturer in Indonesia. Participant 4 said that "*of course, they able to fulfill the tri dharma perguruan tinggi in Indonesia*" while asking about the indicator of TQM. Moreover, TQM and all department activities which involving academic community in department at private and public Islamic University in Indonesia also based on their own philosophy as

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participant 5 said:

> *Of course it is. Our philosophy is the Islamization of knowledge that integrate Islamic value to sciences.*

Meanwhile, participant 3 explained the philosophy on Islamic Public State University:

> *The minimum requirement or standard of the candidate must be fit with the philosophy of university namely integration and inter-correlation in Islam and sciences.*

In addition, the philosophies of university are implemented by department in every activity. Whether it academic or academic support activities. As mentioned by participant 5 that "*There are some activity that involving lecturer and students out of academic credit point but influence the credit. For example fasting and breaking the fast with me usually became an Imam but sometimes I depute to other lecturers. And in our campus it just like a habit the students that invite us not we who design it*". This indicates that the understanding of University philosophy and the implementation of it are designed well from up to down.

Discussion

Recruitment processes at Islamic University look like in same process with state university, generally. In particular, Islamic University had their own philosophy which shows their own distinction with the State University. Both, Islamic Public State activities including recruitment (Nordin, 2017) and the curriculum design.

In the case of University X and University Y, recruitment stages start with senate forum which is based by the need of lecturer in department as proposed by the HOD to the senate through the HRD of university. This trend actually the eastern culture that had connects closely to Islamic culture (Hamid Fahmy Zarkasyi, 2017). Therefore, the potential applicant who wants to apply as lecturer to Islamic University should know the basic philosophy of the University he is aiming for. Indeed, the university standardized the qualification and the competence of potential lecturer with their distinction philosophy.

The discussion above also point out the problem faced by the department at Islamic University while recruiting lecturer within 4 types of recruitment, the selection had been done could be messed up due to ghosting (Freedman et al., 2019) of the applicant or the low standard of the lecturer themselves (Nyadanu et al., 2014). In other hand, the existing candidate prepared by department took long period (Posthumus, Bozer, & Santora, 2016) to return from their study. Therefore, HOD had no choice but to recruit a new lecturer to fill the position left by. Furthermore, participant 3 conveyed secretly that internal hiring had more problems. For example, nepotism or the candidate that actually unqualified forced to accept by the "people power" or people with authorities higher than HOD. As an impact, the lecturer had a low standard of knowledge and educating capability. In other hand, internal hiring also drive comfort zone to existing lecturer and hinder their improvement (Katwa et al., 2018).

Therefore, implementation of "Tri Dharma Perguruan Tinggi" at Islamic University as workload to lecturer in order to maintain performance of lecturer is a right policy and decision conducted by HOD to eradicate the problem of low standard lecturer or lecturer quality. Indeed, the implementation of Islamization or integration of Islamic knowledge to academic activity and curriculum is compulsory (Zarkasyi et.al, 2016). Moreover, the culture of Islamic University is an advantage that not owned by other University, especially boarding school based university (Zarkasyi, 2015) which provide more than teaching and education. In fact, it provides character building (Syafe'i, 2017) to the student in order to prepare for their future. The process of recruitment and selection of lecturer at the Islamic University in Indonesia could be described in the figure below:

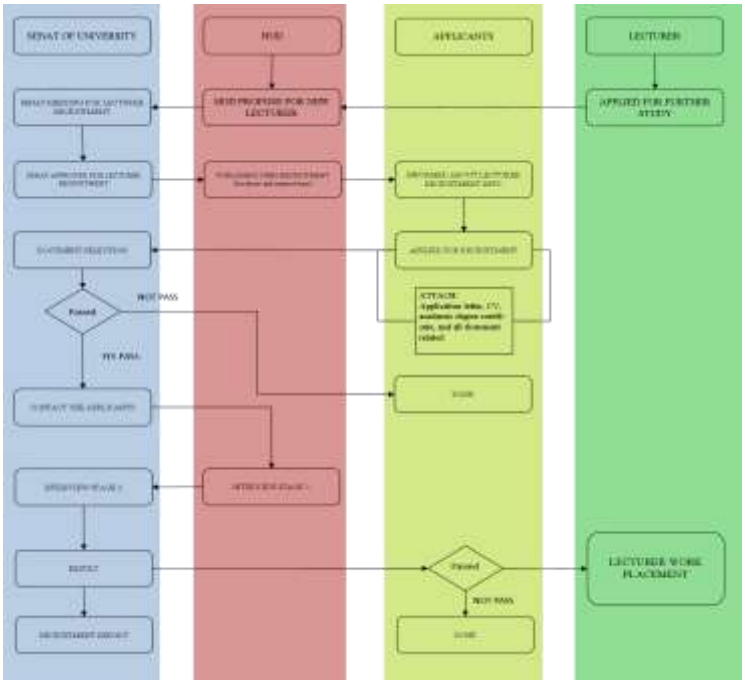

Figure 1: Recruitment Process at Islamic University

To sum up, the recruitment stage and the selection of applicant whether internal or external hiring is a recruitment process which aimed for obtain a qualified lecturer. For Islamic University the recruitment process always based on their philosophy that shows their distinction of knowledge and framework whatever the field of study. Therefore, we could state that recruitment in Islamic University is a searching process of qualified lecturer that loyal to the campus value or campus philosophy.

Conclusion

The findings of this research show that recruitment system at Islamic University always based on their philosophy that shows their distinction of knowledge and framework whatever the field of study. Therefore, we could state that recruitment in Islamic University is a searching process of qualified lecturer that loyal to the campus

value or campus philosophy. On the other hand deciding the recruits 80% depend on HOD and HOD role in policy is to maintain the TQM of lecturer by implementing the workload of lecturer called "Tri Dharma Perguruan Tinggi".

Finally, the findings of this research result in two implications. First, theoretically, it is found that Islamic University had a unique distinction in recruitment process which is based on value and philosophy of the university. Second, practically, HOD decision in recruitment process should not be interfered, if there are potential candidate should be discussed in senate forum.

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