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Navigating Institutional Transformation: Strategic HRM in Master of Management Programs

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ABSTRACT

*In the rapidly evolving landscape of Indonesian higher education, the Master of Management (MM) degree serves as a critical bridge between academic theory and high-level corporate leadership. This article examines the strategic role of Human Resource Management (HRM) in fostering excellence, using a localized lens to explore how institutions—even those in remote regions—balance national accreditation (BAN-PT) with international standards. Specifically, it highlights the case of Universitas Amal Ilmiah (UNAIM) Yapis Wamena, demonstrating how remote institutions can leverage localized HRM and international immersion to produce globally-minded leaders. Drawing on strategic HRM frameworks (Ulrich & Dulebohn, 2015) and internationalization theories (Knight, 2012), this study reveals that institutional transformation in peripheral regions requires adaptive HRM models that integrate cultural competency, digital infrastructure, and cross-border learning experiences. The findings suggest that strategic HRM serves as an equalizer, enabling institutions in remote locations to overcome geographic and resource constraints while producing graduates competitive in the ASEAN Economic Community. **Keywords:** Strategic HRM, Master of Management, Higher Education Transformation, Internationalization, Remote Institutions, ASEAN Comparative Learning*



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1. Introduction

Higher education in Indonesia is undergoing a paradigm shift driven by the *Merdeka Belajar Kampus Merdeka* (MBKM) policy introduced by the Ministry of Education, Culture, Research and Technology in 2020 (Kemendikbudristek, 2020). This policy emphasizes institutional autonomy, industry linkages, and international collaboration—principles that are particularly salient for graduate management education. For Master of Management (MM) programs, the stakes are high: they must attract faculty who are both academic scholars and industry practitioners while ensuring students gain global perspectives necessary for leadership in an increasingly integrated ASEAN economy (ASEAN, 2025).

The demographic profile of MM students differs markedly from undergraduate populations. These are typically mid-career professionals—government officials, corporate managers, and entrepreneurs—seeking advanced credentials to accelerate career trajectories or pivot into strategic roles (Mintzberg, 2004). Consequently, the pedagogical and administrative

requirements diverge from traditional academic programs, demanding **Strategic Human Capital Development** rather than conventional HR administration (Schuler & Jackson, 2014).

Effective HRM in this context has shifted from transactional personnel management to strategic human capital development, focusing on three critical dimensions: agility in responding to market demands and policy changes, cultural competency in navigating Indonesia's diverse regional contexts, and market relevance through industry partnerships and international benchmarking (Wright & McMahan, 2011). This transformation is particularly challenging for institutions in peripheral regions, where resource constraints, geographic isolation, and limited access to expertise compound the complexities of delivering world-class graduate education.

This article examines how strategic HRM enables institutional transformation in MM programs, with particular attention to the case of **Universitas Amal Ilmiah (UNAIM) Yapris Wamena** in Highland Papua—a context that epitomizes the challenges and innovative solutions emerging in Indonesia's most remote educational frontiers. By analyzing UNAIM's hybrid faculty model, cultural integration strategies, and international immersion programs across Malaysia, Thailand, and Singapore, this study contributes to the growing literature on HRM in higher education (Kehm & Teichler, 2013) and offers practical insights for institutions navigating similar constraints.

2. Theoretical Framework: Strategic HRM in Higher Education

2.1 The Evolution from Personnel to Strategic HRM

The conceptualization of HRM in higher education has evolved significantly over the past three decades. Early models treated academic HR as administrative personnel management—hiring, payroll, and compliance (Boxall & Purcell, 2016). The strategic HRM paradigm, introduced by Ulrich (1997) and refined by subsequent scholars (Ulrich & Dulebohn, 2015), reframes HR as a strategic partner in institutional mission fulfillment, focusing on how human capital contributes to competitive advantage and organizational performance.

In the context of graduate management education, strategic HRM must address three distinct but interconnected domains. The first domain concerns academic excellence, requiring the recruitment and development of faculty with both scholarly credentials such as doctoral degrees and publication records, as well as practical expertise including industry experience and professional certifications. The second domain involves pedagogical innovation, supporting faculty in adopting contemporary teaching methodologies such as case-based learning, action research, and design thinking that resonate with professional students (Mintzberg, 2004). The third domain encompasses institutional reputation, cultivating a faculty profile that enhances accreditation standing through BAN-PT, international recognition via AACSB and AMBA, and employer confidence in graduates.

Table 1 presents a comparative framework distinguishing traditional academic HRM from strategic HRM in MM programs.

Dimension	Traditional Academic HRM	Strategic HRM in MM Programs	Key References
Primary Focus	Personnel administration,	Strategic alignment with institutional	Ulrich & Dulebohn

Dimension	Traditional Academic HRM	Strategic HRM in MM Programs	Key References
Faculty Profile	compliance	mission and market demands	(2015)
	Doctoral degree, academic publications	Dual expertise: academic credentials + industry experience	Mintzberg (2004)
Teaching Approach	Lecture-based, focused	theory- Case-based, experiential, action learning	Kolb (1984)
Research Orientation	Fundamental discipline-specific research,	Applied research, interdisciplinary problem-solving	Gibbons et al. (1994)
Talent Acquisition	Academic credentials prioritized	Balanced scorecard: credentials + practice + cultural fit	Schuler & Jackson (2014)
Professional Development	Conference attendance, publication support	Industry immersion, executive coaching, international exposure	Knight (2012)
Performance Metrics	Teaching load, publication count	Student outcomes, industry partnerships, accreditation standards	Kehm & Teichler (2013)
Retention Strategies	Tenure track, academic freedom	Total rewards, work-life balance, institutional community	Wright & McMahan (2011)

Sources: Compiled from Ulrich & Dulebohn (2015); Mintzberg (2004); Schuler & Jackson (2014); Knight (2012)

2.2 The "Tri Dharma" Framework in Graduate Context

Indonesian higher education operates under the **Tri Dharma Perguruan Tinggi** (Three Pillars of Higher Education): teaching, research, and community service (Undang-Undang No. 12 Tahun 2012). In MM programs, each pillar requires specialized interpretation that differs significantly from undergraduate contexts.

The first pillar, teaching (*Pendidikan*), has shifted toward case-based and experiential learning specifically designed for mid-career professionals, requiring faculty to bridge theory and practice seamlessly (Kolb, 1984). This pedagogical approach acknowledges that adult learners bring substantial work experience and expect immediate applicability of management concepts to their organizational challenges.

The second pillar, research (*Penelitian*), is focused on applied management solutions that address real-world organizational challenges, with increasing pressure for international publication in Scopus-indexed journals to meet ministry accreditation criteria (Kemendikbudristek, 2021). This represents a departure from pure theoretical research, demanding that faculty engage with industry problems while maintaining academic rigor sufficient for publication in peer-reviewed venues.

The third pillar, community service (*Pengabdian kepada Masyarakat*), is directed toward regional economic empowerment through corporate consultancy, policy advisory, and SME development. These activities simultaneously serve community needs and provide revenue streams for the institution (Altbach & Knight, 2007), creating a virtuous cycle where faculty expertise generates both social impact and financial sustainability.

The strategic HRM challenge lies in recruiting, developing, and retaining faculty who can excel across all three domains while navigating the tension between academic research expectations and the practical orientation demanded by professional students (Mintzberg,

2004). This requires sophisticated talent management that recognizes diverse faculty strengths while ensuring institutional coverage across all Tri Dharma dimensions.

3. Case Study: Strategic HRM Resilience at UNAIM Yapis Wamena

3.1 Contextual Challenges in Highland Papua

The MM program at **Universitas Amal Ilmiah (UNAIM) Yapis Wamena** presents a compelling case of human resource resilience in one of Indonesia's most challenging educational environments. Located in the Jayawijaya Regency of Highland Papua, Wamena sits at 1,600 meters above sea level, accessible only by air, with flight costs from Jakarta exceeding IDR 10 million (approximately USD 650) for a round trip (BPS Papua, 2023). The region's "high-cost economy" extends to all aspects of institutional operations—faculty recruitment, library resources, technology infrastructure, and student support services.

Managing a graduate program in Wamena requires an HRM approach that transcends standard protocols, as the institution must navigate multiple complex challenges. Geographic isolation severely limits access to academic networks, professional development opportunities, and scholarly resources that are readily available in Java-based institutions. Talent scarcity compounds this challenge, as there exists a minimal local pool of doctoral-qualified educators, particularly in specialized management fields such as strategy, finance, and marketing. Infrastructure constraints further complicate program delivery, with unreliable internet connectivity averaging only 5-10 Mbps compared to 50+ Mbps in Jakarta, thereby limiting access to digital libraries and synchronous online collaboration (APJII, 2023). Finally, cultural complexity presents unique pedagogical demands, as the student body comprises indigenous Papuan government officials, tribal leaders, and migrant entrepreneurs, requiring culturally sensitive pedagogy and administration that respects local epistemologies while maintaining academic standards.

Despite these constraints, UNAIM has developed innovative HRM strategies that leverage local strengths while connecting to national and international networks—a model with implications for other peripheral institutions across Indonesia's archipelago.

3.2 The Homegrown Talent & Hybrid Faculty Model

Recognizing the impracticality of permanently recruiting doctoral faculty to Wamena, UNAIM has implemented a dual-track strategy that addresses both immediate needs and long-term sustainability.

A. Internal Faculty Development Pipeline

UNAIM invests heavily in the internal promotion of promising junior faculty, sponsoring doctoral degrees at prestigious Indonesian universities such as Universitas Hasanuddin (Makassar), Universitas Gadjah Mada (Yogyakarta), and Institut Teknologi Bandung. This "grow-your-own" approach cultivates institutional loyalty while ensuring that returning faculty possess both academic credentials and deep understanding of the Highland Papua context (Boxall & Purcell, 2016).

The institution provides comprehensive support packages that demonstrate long-term commitment to faculty development. These include full tuition and living stipends during

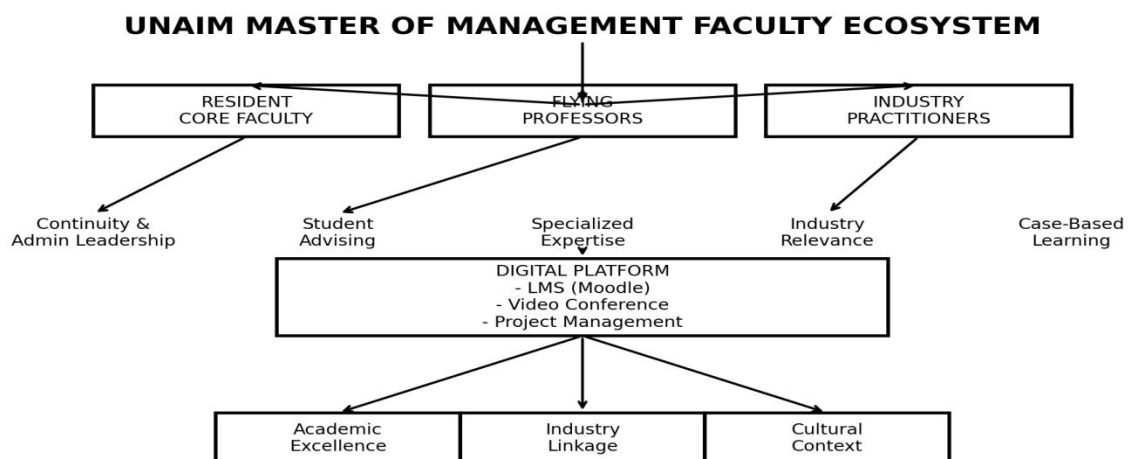
doctoral studies, ensuring that financial constraints do not prevent talented individuals from pursuing advanced degrees. Upon completion, faculty members are guaranteed employment with competitive salary scales that recognize their enhanced qualifications. The institution also provides research support and publication mentorship to help new PhDs establish scholarly profiles, along with phased teaching loads during dissertation writing to prevent academic burnout and ensure timely degree completion.

B. Hybrid Faculty Model

To bridge the immediate gap in specialized expertise, the program utilizes a "**Hybrid Faculty Model**" integrating three complementary faculty categories. Resident core faculty consists of local doctoral holders who provide continuity, student advising, and administrative leadership. These individuals serve as the institutional backbone, maintaining program coherence and embodying UNAIM's mission in daily operations. Flying professors represent the second category, comprising distinguished scholars from major Indonesian universities who deliver intensive block teaching spanning one to two weeks per semester in specialized subjects. These arrangements are coordinated through memoranda of understanding with institutions such as Universitas Indonesia and Universitas Brawijaya, bringing cutting-edge expertise to Wamena without requiring permanent relocation. The third category encompasses industry practitioners—executives and consultants who provide guest lectures, case workshops, and mentorship, often coordinated remotely via video conferencing to overcome geographic barriers.

This model is managed through a **Digital Coordination Framework** utilizing learning management systems such as Moodle, synchronous video platforms like Zoom, and project management tools including Trello to maintain pedagogical coherence despite physical dispersion. **Figure 1** illustrates this integrated model.

Figure 1: UNAIM Hybrid Faculty Model



Adapted from Schuler & Jackson (2014) and Boxall & Purcell (2016)

3.3 Cultural Competency and Retention Strategies

A significant pillar of UNAIM's HRM strategy is the integration of **cultural competency** as a core institutional value. Because MM students often consist of local government officials (*Bupati* staff, district planners) and tribal leaders (*Ondoafi*), the program must ensure that management principles like organizational behavior, strategic leadership, and change management are applicable to the Papuan context, where traditional governance structures and communal decision-making processes differ markedly from Western management paradigms (Janis, 2019).

HRM facilitates regular "**Local Wisdom Integration Workshops**" where faculty—particularly flying professors from Java—receive comprehensive orientation on Highland Papuan cultural contexts. These workshops address Highland Papuan social structures and decision-making norms, helping faculty understand how traditional consensus-building differs from hierarchical Western models. Faculty learn about the role of traditional leadership in contemporary governance, recognizing how *Ondoafi* (tribal chiefs) continue to influence public administration and business operations. The workshops also cover cultural protocols in classroom interaction and assessment, ensuring that pedagogical approaches respect local communication styles and learning preferences. Finally, faculty receive training in trauma-informed pedagogy given the region's history of conflict, enabling them to create psychologically safe learning environments that acknowledge students' lived experiences.

This cultural onboarding ensures that case discussions, group projects, and even examination formats respect local epistemologies while maintaining academic rigor—a delicate balance essential for both student engagement and program credibility.

Retention Management in a remote, high-stress environment requires going beyond salary considerations. UNAIM employs a "**Total Rewards**" philosophy that addresses multiple dimensions of faculty satisfaction and wellbeing.

Economic rewards form the foundation, with competitive salaries featuring "hardship allowances" ranging from 30-50% above Java standards, along with performance bonuses linked to student satisfaction and program outcomes. These financial incentives acknowledge the genuine challenges of working in a high-cost, isolated environment while rewarding excellence.

Social rewards address the psychological dimension of retention by fostering institutional *kekeluargaan* (familialism) through regular communal meals, faculty retreats, and celebration of both national and Papuan cultural festivals. This creates a support network that mitigates professional isolation and builds genuine community among faculty who might otherwise feel disconnected from broader academic networks.

Developmental rewards maintain intellectual engagement by providing funding for conference attendance including international conferences in ASEAN member states, publication support to facilitate research dissemination, and sabbatical opportunities for sustained research projects. These investments signal institutional commitment to faculty growth beyond immediate teaching needs.

Quality of life support completes the retention strategy through comprehensive housing arrangements that eliminate accommodation stress, children's education stipends to address

family concerns, and regular rotation schedules allowing flying faculty to maintain family connections in their home cities. This holistic approach recognizes that faculty retention depends on addressing the full spectrum of personal and professional needs.

These retention strategies align with Wright and McMahan's (2011) model of strategic HRM in challenging environments, where intrinsic motivation and community belonging often outweigh purely economic incentives, particularly for educators drawn to mission-driven work in underserved regions.

4. International Immersion: Cross-Border Learning as HRM Strategy

4.1 Rationale for International Exposure

A defining feature of the UNAIM MM experience is the **international field trip and comparative study program** across Malaysia, Thailand, and Singapore. In an era where ASEAN economic integration demands leaders who can navigate cross-cultural business environments (ASEAN, 2025), international exposure has transitioned from luxury to necessity in graduate management education (Knight, 2012).

For students in Highland Papua—many of whom have never left Indonesia—these excursions represent more than tourism; they constitute a **"Global Mindset Transformation"** that challenges provincial assumptions and expands the cognitive frameworks through which they understand management, governance, and development (Levy et al., 2007). The experience fundamentally shifts students' reference points, replacing abstract textbook descriptions of "best practices" with concrete observations of functioning systems in comparable developing economies.

The 2024 and 2025 academic cycles saw cohorts of 30-35 students each undertake 10-14 day immersion programs, structured around three thematic modules corresponding to each destination country. **Table 2** summarizes the pedagogical design.

Table 2: International Immersion Program Design (2024-2025)

Country	Thematic Focus	Key Learning Sites	Management Concepts Applied	Papua Application Context
Malaysia	Halal Industry & SME Ecosystem Development	1. Halal Development Corporation (HDC), Putrajaya 2. SME Corp Malaysia 3. Malaysian Global Innovation & Creativity Centre (MaGIC)	- Value chain integration - Government-industry partnership - Quality certification systems	Developing indigenous Papuan agricultural products (sago, sweet potato) for domestic and export markets using halal certification
Thailand	Service Excellence & Agro-Industrial Value Chains	1. Bangkok entrepreneurship hubs 2. Chiang Mai coffee plantations & processing centers 3. Organic product certification agencies	- Service quality management - Branding and positioning - Supply chain logistics	Elevating "Kopi Wamena" and organic vegetables to premium market segments through processing technology and marketing sophistication
Singapore	High-Tech Governance & Urban Sustainability	1. Smart Nation initiatives (GovTech) 2. Changi Airport & Port Singapore 3.	- Digital government systems - Logistics of optimization - Public-private	Addressing "high-cost economy" challenges in Jayawijaya through e-governance, digital

Country	Thematic Focus	Key Learning Sites	Management Concepts Applied	Papua Application Context
		Sustainable urban planning (Marina Bay)	partnerships infrastructure	in entrepreneurship, efficient public service delivery

Sources: Compiled from ASEAN (2025); Knight (2012); Program itineraries 2024-2025

4.2 Pedagogical Integration and Assessment

The international immersion is not a standalone touristic excursion but is integrated into the MM curriculum through several carefully designed mechanisms that ensure learning continuity before, during, and after travel.

Pre-Departure Preparation spans six weeks and establishes the intellectual foundation for field observations. Students engage with assigned readings on each country's economic development model, enabling them to approach site visits with theoretical frameworks rather than as casual observers. Pre-trip seminars feature Indonesian diplomats and business leaders with ASEAN experience who provide geopolitical and commercial context, helping students understand regional dynamics and business protocols. During this phase, groups are formed and allocated specific research questions tailored to their professional contexts, such as "How can Wamena's aviation logistics learn from Changi Airport's efficiency?" or "What elements of Malaysia's halal certification system could be adapted for Papuan agricultural products?" This targeted inquiry approach transforms tourism into structured research.

During Immersion, the learning experience follows a carefully orchestrated rhythm. Structured site visits include Q&A sessions with host organization executives, providing insider perspectives on strategic decisions and operational challenges that would be invisible to casual tourists. Evening debriefing sessions follow each day's activities, where faculty facilitate reflection using **Kolb's Experiential Learning Cycle** (Kolb, 1984). Students move through concrete experience by documenting their observations, engage in reflective observation by discussing what they witnessed, develop abstract conceptualization by connecting observations to management theories, and plan active experimentation by identifying adaptation strategies for their Papuan contexts. This disciplined reflection process prevents the cognitive overload that often accompanies intensive travel, helping students process experiences systematically rather than as disconnected impressions.

Post-Trip Assessment ensures that international exposure translates into actionable knowledge through multiple evaluation mechanisms. Individual reflective observation reports spanning 3,000 words require students to critically analyze one observed practice and propose an adaptation for their workplace in Papua, demonstrating their ability to move beyond admiration to practical implementation planning. Group action projects, typically 5,000 words plus presentation, require teams to develop implementable business plans or policy proposals grounded in ASEAN best practices. These projects often become actual implementation blueprints for students' organizations upon return. Finally, integration into thesis research encourages many students to incorporate international benchmarking into their final thesis projects, comparing Papuan contexts with observed ASEAN models to ground their research in comparative frameworks rather than isolated case analysis.

The HRM department coordinates this entire process, from visa facilitation and flight logistics to academic assessment and post-trip implementation support. This represents a significant administrative burden but is justified by the **transformational learning outcomes** reported by students and validated through pre/post assessments of cross-cultural competence and strategic thinking (Levy et al., 2007).

4.3 Observed Impacts on Student Development

Post-program evaluations from the 2024-2025 cohorts (n=65) reveal several consistent impacts that validate the investment in international immersion.

First, cognitive reframing emerged as a dominant theme, with students reporting fundamental shifts in how they conceptualize "development." Rather than viewing Papua's progress as dependent on central government largesse, students began embracing frameworks of entrepreneurial initiative and regional competitive advantage thinking. Exposure to Thailand's provincial economic strategies and Malaysia's distributed SME ecosystem challenged their assumptions about the necessity of Jakarta's leadership in every development initiative.

Second, aspirational benchmarking created concrete reference points that continue to influence students' local policy discussions. Exposure to Singapore's digital governance and Thailand's branding excellence created aspirational models that students now actively reference in district planning meetings and business proposals. As one student memorably expressed: "If Chiang Mai can brand its coffee globally, why not Wamena?" This rhetorical shift from accepting limitations to questioning them represents profound cognitive transformation.

Third, network formation extended students' social capital beyond Papua's boundaries. Students established LinkedIn networks with ASEAN counterparts and Indonesian business leaders abroad, creating potential partnerships for future ventures. Several students have subsequently leveraged these connections for import-export opportunities and knowledge exchange projects, demonstrating that the networks formed during immersion yield practical commercial value.

Fourth, and perhaps most significantly, institutional pride emerged contrary to potential feelings of inadequacy. Rather than returning dispirited by the developmental gap between Papua and advanced ASEAN economies, students expressed strengthened commitment to Papua's development. Many articulated sentiments like: "If we can understand these systems, we can adapt them to our context. We're not lacking intelligence or capability—only exposure and resources." This confidence-building effect validates Knight's (2012) assertion that well-designed international programs empower rather than diminish participants.

These outcomes validate Knight's (2012) theory of internationalization as transformation rather than mere mobility—students return not just with certificates but with fundamentally expanded cognitive frameworks for leadership that integrate global best practices with local realities.

5. Synthesis and Strategic Recommendations

Whether in a metropolitan hub like Jakarta or a highland frontier like Wamena, HRM in Indonesian MM programs faces universal challenges that require strategic, context-adapted solutions.

5.1 Universal Challenges

Challenge 1: The "Scopus vs. Practice" Tension

Ministry accreditation (BAN-PT) increasingly emphasizes faculty publication in Scopus-indexed journals, creating pressure for academic research productivity (Kemendikbudristek, 2021). However, MM students—mid-career professionals—demand faculty who can bridge theory and practice, often valuing industry experience over publication counts. This creates role conflict for faculty who must simultaneously publish in academic journals and maintain industry relevance (Mintzberg, 2004). Faculty caught in this tension report feeling pulled between two distinct professional identities: the scholar who contributes to theoretical knowledge and the practitioner who solves immediate organizational problems. This challenge intensifies in remote institutions where access to research resources is limited, yet student expectations for practical relevance remain high.

Challenge 2: Digital Competency Gaps

The COVID-19 pandemic accelerated adoption of hybrid learning, yet many senior faculty lack digital pedagogy skills (OECD, 2021). In remote regions like Papua, unreliable internet compounds this challenge, as faculty must design learning experiences that function despite bandwidth limitations. HRM must invest in faculty development for learning management systems, video conferencing pedagogy, and asynchronous course design (Altbach & de Wit, 2020). This requires not just technical training but fundamental pedagogical reconceptualization, helping faculty understand how to maintain engagement and rigor in digital environments where traditional face-to-face teaching strategies may not translate effectively.

Challenge 3: Global Connectivity Imperatives

ASEAN economic integration and the rise of digital economies demand that MM graduates possess cross-cultural competence and international business understanding (ASEAN, 2025). Yet budget constraints, geographic isolation, and bureaucratic hurdles often limit international partnerships and student mobility—particularly for institutions in peripheral regions. The cost of international travel, visa processing complexities, and coordination challenges with foreign institutions create barriers that metropolitan universities can navigate more easily than remote institutions. This threatens to create a two-tier system where students at well-resourced urban institutions gain global exposure while their rural counterparts remain provincially bounded.

5.2 Strategic Recommendations

Based on the UNAIM case and broader literature on strategic HRM in higher education, several strategic recommendations emerge for institutions seeking to enhance their MM programs.

Recommendation 1: Implement Tiered Tenure Tracks

Create differentiated career pathways allowing faculty to specialize according to institutional needs and personal strengths (Schuler & Jackson, 2014). A "Teaching-Practice" track would serve faculty with extensive industry experience, where promotion criteria emphasize pedagogical excellence, case development, and industry partnerships rather than academic publication. This track recognizes that bringing twenty years of corporate strategic planning experience into the classroom creates immense value for students, even if that faculty member publishes infrequently in academic journals. Alternatively, a "Research-Academic" track would serve faculty pursuing traditional scholarly careers, where promotion is based on peer-reviewed publications, external grants, and theoretical contributions to management science. This dual-track model reduces role conflict by allowing faculty to excel in their areas of strength while ensuring institutions strategically deploy talent where it generates maximum impact. Importantly, both tracks should be equally valued institutionally, with comparable compensation and prestige to prevent stigmatization of either pathway.

Recommendation 2: Develop Contextualized Regional Case Studies

Rather than relying exclusively on Harvard Business School cases set in Western contexts, HRM should incentivize faculty to develop **local case studies** that resonate with students' lived experiences (Gibbons et al., 1994). Examples relevant to Highland Papua might include detailed analyses of navigating the high-cost economy through logistics strategy for Wamena retailers, examining how businesses manage inventory and pricing when transportation costs consume significant margins. Another case could explore balancing traditional leadership and modern management through the lens of district government restructuring, analyzing how *Ondoafi* authority intersects with bureaucratic hierarchy in contemporary public administration. A third case might document the transformation from subsistence to export by examining strategic marketing for Papuan coffee cooperatives, tracing how smallholder farmers professionalize production and access premium markets. These cases simultaneously serve pedagogical goals by engaging students with familiar contexts, generate scholarly publications as teaching cases are publishable in specialized journals, and enhance institutional reputation as a thought leader on regional development. The process of case development also strengthens faculty connections with local organizations, creating research access and consulting opportunities.

Recommendation 3: Establish Integrated HRIS for Academic Management

Implement a comprehensive **Human Resource Information System (HRIS)** that manages the full spectrum of academic human capital (Ulrich & Dulebohn, 2015). Such a system would maintain faculty academic portfolios, tracking teaching evaluations, publications, and community service contributions in centralized digital files accessible for promotion reviews and accreditation reporting. International coordination modules would manage visiting professor schedules, visa processing timelines, and honorarium payments, reducing the administrative burden on flying faculty arrangements. Professional development tracking would monitor conference attendance, certifications earned, and digital skill badges acquired, creating transparent records of faculty growth trajectories. Performance analytics would link faculty inputs to student outcomes and accreditation metrics, enabling data-driven decisions about resource allocation and program improvements. Such systems reduce administrative burden by automating routine tasks, enhance transparency by making processes visible to all stakeholders, and provide data for strategic decision-making that moves beyond anecdotal impressions. These capabilities prove particularly valuable for institutions managing complex

hybrid faculty models where coordination complexity might otherwise overwhelm administrative capacity.

Recommendation 4: Formalize International Partnership Structures

Rather than conducting ad-hoc international trips, institutionalize international collaboration through sustainable structures (Knight, 2012). Memoranda of Understanding with ASEAN universities would formalize faculty exchange programs, joint research initiatives, and student mobility pipelines, creating predictable pathways rather than one-off arrangements. Joint degree programs offering dual MM credentials with Thai or Malaysian partners would provide students with internationally recognized qualifications while sharing program delivery costs across institutions. Virtual exchange programs utilizing video conferencing would enable cross-border collaborative projects when physical travel proves cost-prohibitive, ensuring that budget constraints don't entirely eliminate international engagement. Finally, ASEAN faculty consortia would allow Indonesian MM programs to collectively negotiate partnerships, sharing costs and expertise across multiple institutions. A consortium might collectively contract with Singapore Management University for faculty development programs, achieving economies of scale impossible for individual institutions. These structural approaches transform international engagement from exceptional events dependent on individual champions into routine institutional operations that survive leadership transitions and budget fluctuations.

6. Conclusion

The success of a Master of Management program in Indonesia—whether in cosmopolitan Jakarta or remote Wamena—is fundamentally linked to the strategic management of its human capital. As demonstrated by **UNAIM Yapis Wamena**, strategic HRM serves as the ultimate equalizer, enabling institutions in peripheral regions to overcome geographic, economic, and infrastructural disadvantages.

By combining **localized faculty development** that cultivates homegrown talent with deep contextual understanding, with **international immersion** that exposes students to ASEAN best practices in Malaysia, Thailand, and Singapore, programs like UNAIM ensure that leaders emerging from Indonesia's most remote regions are equipped not just with theoretical management knowledge, but with the global mindset, cross-cultural competence, and strategic vision necessary to lead transformations in their communities.

The UNAIM case offers several transferable insights for institutions navigating similar challenges across Indonesia's diverse educational landscape. First, innovation thrives in constraint, as geographic isolation and resource scarcity can catalyze creative HRM solutions including hybrid faculty models, digital coordination frameworks, and total rewards approaches that prove valuable even for well-resourced institutions. What begins as necessity-driven adaptation often produces innovations that metropolitan institutions subsequently adopt for their own purposes. Second, context matters profoundly, as effective HRM in diverse Indonesia requires cultural competency with management education adapted to local epistemologies rather than uncritically importing Western paradigms. The UNAIM model demonstrates that respecting indigenous knowledge systems and traditional governance structures does not dilute academic quality but rather enhances relevance and application potential. Third, global-local integration represents the optimal strategy, as the most impactful graduate programs bridge the local and global by grounding students in their

regional context while exposing them to international standards and practices. This integration prevents both parochialism and cultural alienation, producing leaders who can navigate multiple contexts fluidly. Fourth, strategic investment yields compound returns over time, as investing in faculty development, international partnerships, and digital infrastructure may strain short-term budgets but generates long-term institutional reputation, student outcomes, and regional impact that justify initial expenditures.

As Indonesia continues its trajectory toward becoming a developed nation by 2045, the quality of leadership will prove decisive across governmental, corporate, and civil society sectors. Master of Management programs, empowered by strategic HRM, are not merely academic credentials but engines of regional transformation that shape institutional cultures and developmental trajectories. Institutions like UNAIM demonstrate that with vision, innovation, and commitment to human capital development, even the most peripheral regions can produce leaders capable of navigating the complexities of 21st-century governance and enterprise—leaders who, having stood on the peaks of Papua and walked the streets of Singapore, understand that development is not about choosing between tradition and modernity, but about strategically integrating both to forge distinctive paths to prosperity that honor local identities while engaging global opportunities.

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