



# Understanding the determinants of hybrid human resource management in private higher education institutions in Indonesia

## *Comprensión de los determinantes de la gestión híbrida de recursos humanos en instituciones privadas de educación superior en Indonesia*

Edi Suandi\*

Baiturrahmah University, Indonesia

Received December 12, 2023; accepted April 24, 2024

Available online June 11, 2025

### Abstract

Formulating a suitable human resource management (HRM) model is necessary to encourage the quality of private universities to be higher in the national and global rankings. This study examines the influence of HRM philosophy, organizational culture, paternalistic leadership, and diuwongke on hybrid HRM. This research distributed questionnaires involving 173 study programs at private universities in Indonesia. Partial least square structural equation modeling reveals that accumulation is the appropriate philosophy for improving hybrid HRM. The appropriate culture is innovation-oriented. Furthermore, paternalistic leadership affects hybrid HRM directly and indirectly through diuwongke. This study formulates a model that facilitates the interests of entrepreneurs and employees in private universities, built by intensive human resource development through accumulation philosophy, innovation-oriented culture, paternalistic leadership, and diuwongke. This study confirms that local characteristics are necessary to establish good hybrid HRM practices. Further research is needed to confirm this model in Western countries.

*JEL Code:* I23, J24, O15

*Keywords:* human resource development; world class university; private higher education; lecturer development; HR philosophy

---

\* Corresponding author.

E-mail address: [edisuandi@fekon.unbrah.ac.id](mailto:edisuandi@fekon.unbrah.ac.id) (E. Suandi).

Peer Review under the responsibility of Universidad Nacional Autónoma de México.

<http://dx.doi.org/10.22201/fca.24488410e.2025.5375>

0186- 1042/©2019 Universidad Nacional Autónoma de México, Facultad de Contaduría y Administración. This is an open access article under the CC BY-NC-SA (<https://creativecommons.org/licenses/by-nc-sa/4.0/>)

## Resumen

Formular un modelo adecuado de gestión de recursos humanos (GRH) es necesario para fomentar que la calidad de las universidades privadas sea más alta en los rankings nacionales y globales. Este estudio examina la influencia de la filosofía de GRH, la cultura organizacional, el liderazgo paternalista y el diuwongke en la GRH híbrida. Esta investigación distribuyó cuestionarios que involucran 173 programas de estudio en universidades privadas en Indonesia. El modelado de ecuaciones estructurales de mínimos cuadrados parciales revela que la filosofía apropiada para mejorar la GRH híbrida es la acumulación. La cultura apropiada es orientada a la innovación. Además, el liderazgo paternalista afecta directa e indirectamente la GRH híbrida a través del diuwongke. Este estudio formula un modelo que facilita los intereses de los empresarios y empleados en las universidades privadas, construido mediante un desarrollo intensivo de recursos humanos a través de la filosofía de acumulación, cultura orientada a la innovación, liderazgo paternalista y diuwongke. Este estudio confirma que las características locales son necesarias para establecer buenas prácticas de GRH híbrida. Se necesita más investigación para confirmar este modelo en países occidentales.

*Código JEL:* I23, J24, O15

*Palabras clave:* desarrollo de recursos humanos; universidad de clase mundial; educación superior privada; desarrollo docente; filosofía de recursos humanos

---

## Indonesian private higher education competitiveness

The World Class University rating is a global higher education quality trend. The rating has been generally accepted as an essential indicator for various education stakeholders to optimize higher education for various purposes. The current rankings commonly used as references are Quacquarelli Symonds and Times Higher Education. Indonesia's higher education institutions' rating in these two rating agencies is low. Of the 1,400 higher education institutions assessed globally by Quacquarelli Symonds for 2023, only 16 are from Indonesia. The highest ranking for Indonesia is only 231 in the world ranking (Quacquarelli Symonds, 2022). Meanwhile, in the Times Higher Education rating, out of 1,600 higher education institutions surveyed in 2022, there are only 19 higher education institutions from Indonesia, with the highest ranking in position 18 globally (Times Higher Education, 2022).

Private higher education institutions have significantly contributed to developing quality human resource management in Indonesia. Private higher education institutions compose 52 percent of students and 66 percent of higher education in Indonesia (Directorate General of Higher Education, 2020). There are 4,593 higher education institutions in Indonesia, 3,044 are private. A total of 8.5 million students in Indonesia and 4.4 million are enrolled in private higher education institutions. However, this number is not correlated with the quality. Only one Indonesian private higher education institution in Quacquarelli Symonds was ranked above 1,000. Meanwhile, only three private higher education institutions were recorded in the Times rating from Indonesia.

Many factors will contribute directly or indirectly to the quality of higher education institutions. However, the indicator used by the government of Indonesia in placing the higher education institutions in their cluster, the qualification and performance of the lecturer are counted as 60 percent of the point. Likewise, many of the indicators used by Quackarelli and Times are tied to the quality of the lecturers. Quacquarelli Symonds, for example, uses research reputation and the learning and teaching environment as two of the four indicator groups. In contrast, Times Higher Education uses five indicator areas, four of which are tied to the quality of the lecturer: teaching (the learning environment), research (volume, income, and reputation), citations (research influence), and international outlook (staff, students and research). The prioritization of lecturers means they play a critical role in bringing their university to a high rank. A good human resource management model is needed to improve higher education institutions ratings in global and national ratings.

Research agrees that good HRM practices provide positive outputs for various organizational performance outcomes (Abbas et al. 2021). In line with the above, the key to achieving a world-class university is improving the quality of lecturers. This research aims to develop an HRM model to achieve a world-class university for private universities in Indonesia. The research uses a quantitative approach by testing the influence of several variables on hybrid HRM. Specifically, the research questions are: "What is the influence of HRM philosophy, diuwongke, paternalistic leadership, and organizational culture on hybrid HRM in Indonesian private universities?" and "What are the characteristics of an appropriate HRM model for enhancing the quality of Indonesian private universities in national and global rankings?" The objectives of this research are to investigate the influence of HRM philosophy, diuwongke, paternalistic leadership, and organizational culture on hybrid HRM implementation in Indonesian private universities and to propose a model of HRM that accommodates the interest in achieving world-class university status using the findings of the first objective.

## **Commitment and control-based HRM**

Several researchers have researched the HRM model for world-class universities, such as Xia et al. (2019) and Song (2018). Both studies test two HRM models: the commitment-oriented (Perdomo-Ortiz et al. 2021) and the control-oriented (Ma et al. 2016). They find that the commitment-based HRM model is more capable of impacting the well-being of academics. Even so, it was also emphasized that the welfare of academics does not guarantee an increase in organizational performance and, therefore, must be balanced with a control-based model that directly leads to organizational performance regardless of academic satisfaction. This hybrid model is considered the most appropriate for achieving a world-class university. On the other hand, Song (2018) also emphasized that this effort is an effort to coordinate the

need to become a world-class university and maintain the local characteristics of the university.

The existence of a conflict between commitment-based HRM and control-based HRM can be seen in Alhazemi et al. (2013) study. This research focuses on the factors that prevent a college from becoming a world-class university in Saudi Arabia. They found that Arab cultural factors played a significant role in preventing traditional higher education from becoming modern. One example is how several actors become antagonistic toward standard HRM practices implemented by modern universities.

In turn, this has led to the dominance of the two major paradigms in HRM, namely the contextualized view (contextualized HRM, socially embedded HRM, contingency perspective, best fit) and the universalistic view (best practice). Commitment-based HRM is oriented to a more contextual view, while control-based HRM is oriented towards a universalistic view. According to contextualized HRM theory, the factors determining HRM practices will differ significantly depending on the organizational context (Adisa & Mordi, 2022). There are context-specific variables that determine HRM practices. Globally, it is known that HRM practices are controlled by a group of macro (society), meso (institution), and micro (individual lecturer) factors (Boehm et al. 2021). There are many factors contained within each of these factor groups. In this case, this research focuses on meso factors. The meso factor group has variables such as leadership style, organizational culture, and organizational characteristics. The contextual view argues that there are different variables in determining which organizational culture, leadership style and organizational characteristics are appropriate in a given context.

The emergence of the hybrid HRM model to achieve world-class universities raises questions on what local determinants function as resources and capabilities that support commitment-based and control-based HRM. The study by Alhazemi et al. (2013) looked at cultural factors as inhibiting control-based HRM. Unfortunately, few studies still try to look at the role of culture differently, namely, seeing it as a supporting factor. Such studies must look at some aspects of local culture as resources, not constraints. Regrettably, very few HRM studies in Indonesia still describe what specific factors are essential for HRM in Indonesia. Later, Rahmadani and Schaufeli (Rahmadani and Schaufeli, 2022) found that the concept of *diuwongke* was crucial for implementing HRM in Indonesia. *Diuwongke* is a feature of Indonesian culture that describes how a subordinate is treated humanely by a superior. Because *diuwongke* is a concept related to the relationship between superiors and subordinates, leadership style can be a factor in shaping *diuwongke*.

Previous research has found that effective leadership styles for Eastern societies differ from Western ones (Lau et al. 2019). The openness of the intellectual world to input from research in the Eastern world has provided substantial development to the concept of paternalistic leadership (Sposato & Rumens, 2021). Meta-analytic studies show that in Eastern society, paternalistic leadership is far better than transformational leadership, which works well in Western society (Bedi, 2020). Paternalistic leadership

is more meaningful than other leadership due to the high power distance in the culture of Eastern societies, including Indonesia (Islam et al. 2022).

Proponents of universalistic HRM argue that the determinants that define HRM are not cultural. Studies show that organizations in developing countries can perform well despite adopting Western HRM determinants (Blake, 2021). Other studies show that Western capitalist culture is not a significant factor in determining HRM practices (Cristiani & Peiró, 2018).

One of the components of a universalistic view of HRM is that organizations have a specific influential culture to encourage good HRM practices (Meng & Berger, 2019). Organizational culture in the West will also be positive in the East (Latta, 2020). This study also suggests organizational culture as a determinant of HRM (Chong et al. 2018) without choosing which organizational culture is suitable for private higher education institutions in Indonesia.

However, these two HRM streams agree that HRM practices originate from HRM policies, which in turn are determined by HRM strategies that are determined by HRM philosophy (Blom et al. 2021). In line with this thinking, the current research also uses HRM philosophy variables as part of the model.

Finally organizational characteristic factors can be an influential control for HRM performance. These control factors can include age, size, gender proportion, and age of lecturers (Boehm et al. 2021). Size can come from assets and the number of students determining the sources used to finance human resource development. Although this does not always apply, the larger the organization, the more funds they have and the more capable it is of developing its human resources. HRM development is also related to college age because the older the college, the more experience they have in HR management. On the other hand, the older the organization, the stronger its inertia to change, so it tends to be more traditionalist and conservative in carrying out human resource management and development practices.

The research model in this study is used to find the determinants of good hybrid HRM practices, which develop HRM models for world-class universities at private universities in Indonesia (Figure 1).

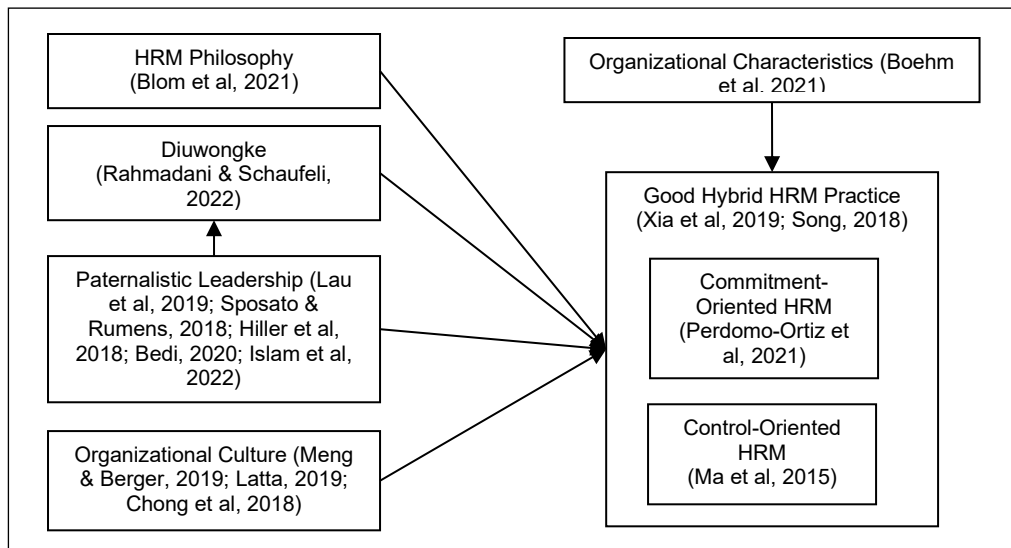


Figure 1. Research Model.

## Methodological procedures

### *Sampling and data collection*

The number of private universities in Indonesia as of 2020 (latest data) has reached 3,044 universities and 15,815 study programs. (Directorate General of Higher Education, 2020). The unit of analysis in this study is the manager at the study program level (Head of Study Program) because the study program level is the lowest level where leadership takes place in tertiary institutions. Each study program can have different organizational cultures, leadership styles, and HRM practices. The sample size was calculated using the power method using the parameter  $f^2 = 0.15$  (moderate), number of predictors = 11,  $\alpha = 0.05$ , and power = 80%, which resulting a minimum sample size of 123 respondents (Faul et al. 2007).

Questionnaires were distributed online and in print to 750 study programs randomly selected from tertiary institutions located on the islands of Sumatra and Java Island while still considering the need to obtain representatives from minorities (Sekaran and Bougie, 2016), namely islands in other regions, which are less densely populated in central and eastern Indonesia. Questionnaires were distributed for six months with a request to fill out the questionnaire and return it to the research team once a month if the respondent had not returned the questionnaire sheet or filled out the online questionnaire.

After filtering the 197 responses obtained, this study identified 173 questionnaires that could be analyzed, which means far above the minimum sample size calculated by 123 respondents. The universities studied were partly from Sumatra (49.7%) and some from Java (46.2%). There is a minority of seven tertiary institutions, two from Kalimantan Island, four from the Maluku Islands, and one from Papua. On average, these colleges were founded in the 1990s, with the oldest university founded in 1939 and the youngest just one-year-old (2022). The number of college students studied varied widely from only 150 to 90,000, with an average of around 4,000 students. On average, the proportion of female lecturers is 49%, while the proportion of young lecturers is 34%. On average, the lecturer respondents who answered the questionnaire were 47, with the youngest lecturer 32 years old and the oldest 64 years old. Most respondents are male (63%) and have worked for 6-8 years (51%) (Table 1 and Table 2).

Table 1  
 Characteristics of higher education institutions

	N = 173	%
Location		
Sumatra	80	46.2
Java	86	49.7
Kalimantan	2	1.2
Maluku	4	2.3
Papua	1	0.6
Founded		
1930-1949	1	0.6
1950-1969	20	11.6
1970-1989	52	30.1
1990-2009	70	40.5
2010-2022	30	17.3
Number of students		
Less than 1.000	19	11.0
1.000-10.000	149	86.1
More than 10.000	5	2.9
Proportion of female lecturers		
0-25%	2	1.2
26-50%	102	59.0
51-75%	64	37.0
76-100%	5	2.9
Proportion of young lecturers (26-35 years old)		
0-25%	78	45.1
26-50%	58	33.5
51-75%	34	19.7
76-100%	3	1.7

Table 2  
 Characteristics of respondents

	N = 173	%
Gender		
Male	109	63.0
Female	64	37.0
Age		
30-39 years	19	11.0
40-49 years	102	59.0
50-59 years	46	26.6
60-69 years	6	3.5
Tenure		
0-2 years	3	1.7
3-5 years	22	12.7
6-8 years	89	50.9
Ten years and above	60	34.7

### *Measures*

All variables are measured using instruments developed from previous studies. A five-item Likert scale was used to measure the items from strongly disagree (1) to strongly agree (5).

The HRM Philosophy is a general guiding principle of HRM that is an essential and successive component of the HRM architecture (Blom et al. 2021). There are three HRM philosophies: accumulation, utilization, and facilitation. This study only measures the philosophy of accumulation and facilitation. The utilization philosophy is not measured because, according to research by Blom et al. (Blom et al. 2021), this philosophy only exists conceptually, while in the real world, no companies use this philosophy. Because it is not a dimension, the HRM philosophy variable is divided into two sub-variables. The indicators were developed by Blom et al. (2021), with each sub-variable containing four items.

Diuwongke is a behavior that describes how a subordinate is treated by a superior humanely (Rahmadani & Schaufeli, 2022). Diuwongke is unidimensional and is measured by ten items sourced from Rahmadani and Schaufeli (2022).

Paternalistic leadership is leadership that shows serious concern for the welfare of subordinates but, at the same time, shows high control (Bedi, 2020). Paternalistic leadership contains three dimensions, namely benevolent, moral, and authoritarian leadership. This variable is measured by 17 items from Islam et al. (2022).

Organizational culture is a set of beliefs, values, and assumptions shared by members of the organization (Meng & Berger, 2019). The instrument used is the Organizational Culture Profile, which consists of three dimensions, namely team culture, detail culture, and innovation culture, with 12 items (Chong et al. 2018).



The hybrid HRM practice variable is a dual HRM management practice consisting of commitment- and control-oriented HRM (Song, 2018). Commitment-oriented HRM is an HRM practice directed to meet the interests of employees, while control-oriented HRM is directed to meet the interests of employers (Xia et al. 2019). The commitment-oriented HRM variable was measured with instruments from I Perdomo-Ortiz et al. (2021), while control-oriented HRM was developed by Ma et al. (2016).

### *Data analysis*

This quantitative study applied the PLS (Partial Least Square) structural equation model to examine the relationship between variables. PLS-SEM can test complex models involving many independent and dependent variables (Ringle et al. 2015).

## **Paternalistic leadership with innovation-oriented culture and accumulation philosophy as the determinants of hybrid HRM**

The results show that the highest mean value is innovation-oriented culture, with a mean of 4.27. The HRM hybrid construct also has a high average value of 4.20. The construct with the lowest average value is diuwongke, only 4.01, and team-oriented culture, which is 4.06 (Table 3).

Table 3  
Results of descriptive statistics

Constructs	Mean
Hybrid HRM	4.20
Innovation oriented culture	4.27
Detail oriented culture	4.12
Team oriented culture	4.06
Paternalistic leadership	4.09
Diuwongke	4.01
Accumulation philosophy	4.15
Facilitation philosophy	4.13

The main criterion examined is whether all items have a factor loading of at least 0.6. Many indicators proved to be invalid and were dropped from the model. This reduction simplifies the model because the number of indicators each construct must handle is minor. For example, the HRM hybrid construct contains 27 items. After eliminating invalid indicators, hybrid HRM is only measured by the nine most representative items (Table 4).

Table 4  
 Reliability and validity test results

Constructs	Loading
Hybrid HRM (CR = 0.841; AVE = 0.515)	
COH11	0.717
COH12	0.705
COH19	0.757
COH20	0.754
COM3	0.65
Innovation oriented culture (CR = 0.825; AVE = 0.542)	
IOC3	0.687
IOC4	0.738
IOC7	0.716
IOC8	0.799
Detail oriented culture (CR = 0.840; AVE = 0.637)	
DOC1	0.82
DOC2	0.731
DOC3	0.84
Team oriented culture (CR = 0.872; AVE = 0.694)	
TOC1	0.849
TOC2	0.812
TOC3	0.838
Paternalistic leadership (CR = 0.863; AVE = 0.512)	
AL4	0.735
AL6	0.715
AL9	0.788
BL11	0.711
BL9	0.703
ML6	0.632
Diuwongke (CR = 0.849; AVE = 0.529)	
DIU1	0.702
DIU2	0.749
DIU3	0.705
DIU6	0.735
DIU7	0.744
Accumulation philosophy (CR = 0.816; AVE = 0.528)	
ACC1	0.692
ACC2	0.67
ACC3	0.787
ACC4	0.751
Facilitation philosophy (CR = 0.843; AVE = 0.575)	
FAC1	0.716
FAC2	0.811
FAC3	0.805
FAC4	0.692

Note(s): CR must be at least 0.700; AVE must be at least 0.500

All measurement items have at least a 60% variance from the latent variable (Hair, 2019). Issues relevant to HRM in private higher education institutions in Indonesia that are identified as valid indicators

of the Hybrid HRM construct include a transparent compensation and benefit system (COH11), comparable work remuneration between private higher education institutions (COH12), selection of lecturers using recommendations or good friends of staff (COH19), there are usually many candidates competing to fill a vacant position (COH20), and lecturers perceive that the organizational atmosphere is supportive for them at work (COM3).

Composite reliability (CR) must have a minimum value of 0.70, and the analysis results show a value that meets this requirement, indicating that the indicators used are reliable (Hair, 2017). Construct validity is measured by convergent validity and discriminant validity. Convergent validity was assessed from the average variance extracted (AVE). The AVE value must be above 0.50. This study shows that convergent validity is met because the smallest AVE is 0.512.

Discriminant validity was measured by comparing the square root of AVEs with the correlation between constructs, as shown in the Fornell-Larcker criteria matrix. The square root of AVEs must be greater than the correlation between constructs so that the construct can be said to meet the criteria of discriminant validity (Fornell & Larcker, 1981). The analysis shows that the correlation between constructs is below the diagonal value, the square root value of AVEs, determining discriminant validity (Table 5). These results indicate that the measurement model meets the reliability and validity requirements.

Table 5  
Discriminant validity

	ACC	DOC	Diuwongke	FAC	Hybrid HRM	IOC	PL	TOC
Accumulation Philosophy (ACC)	0.726							
Detail Oriented Culture (DOC)	0.476	0.798						
Diuwongke	0.528	0.381	0.727					
Facilitation Philosophy (FAC)	0.467	0.344	0.519	0.758				
Hybrid HRM	0.686	0.459	0.611	0.488	0.717			
Innovation Oriented Culture (IOC)	0.689	0.481	0.598	0.511	0.703	0.736		
Paternalistic Leadership (PL)	0.663	0.492	0.67	0.548	0.699	0.67	0.716	
Team Oriented Culture (TOC)	0.297	0.122	0.293	0.241	0.359	0.366	0.361	0.833

The results of the analysis reveal that diuwongke ( $\beta = 0.132$  ;  $p < 0.10$ ) and paternalistic leadership ( $\beta = 0.221$ ;  $p < 0.05$ ) are significant factors in increasing Hybrid HRM ( $R^2 = 0.638$ ). Paternalistic leadership is also a factor that increases diuwongke ( $\beta = 0.670$ ;  $p < 0.001$ ) so that diuwongke ( $R^2 = 0.449$ ) becomes a mediator that provides an indirect effect from paternalistic leadership to Hybrid HRM ( $\beta = 0.088$ ;  $p < 0.10$ ). The organizational culture variable suitable for improving Hybrid HRM is innovation-oriented culture. The power of innovation-oriented culture in improving hybrid HRM is shown by the significant influence of innovation-oriented culture on hybrid HRM ( $\beta = 0.250$ ;  $p < 0.01$ ) while two other organizational cultures, detail-oriented culture ( $\beta = 0.041$ ;  $pp > 0.10$ ) and team-oriented culture

( $\beta = 0.057$ ;  $p > 0.10$ ) had no significant effect on hybrid HRM. The HRM philosophy that is suitable for supporting Hybrid HRM is accumulation philosophy ( $\beta = 0.255$ ;  $p < 0.01$ ), while facilitation philosophy ( $\beta = 0.023$ ;  $pp > 0.10$ ) has no significant effect on Hybrid HRM and therefore is not suitable for supporting Hybrid HRM. As for organizational characteristic variables such as institution age ( $\beta = ; p$ ), female lecturers proportion ( $\beta = -0.014$ ;  $pp > 0.10$ ), number of students ( $\beta = 0.009$ ;  $pp > 0.10$ ), and proportion of young lecturers ( $\beta = 0.051$ ;  $pp > 0.10$ ) none of which had a significant effect on Hybrid HRM (Figure 2, Table 6).

Table 6  
Results of PLS-SEM analysis

	$\beta$	t-statistics	p-values
Paternalistic Leadership -> Diuwongke	0.67	14.693	0.000
Accumulation Philosophy -> Hybrid HRM	0.255	3.18	0.002
Innovation Oriented culture -> Hybrid HRM	0.25	3.133	0.002
Paternalistic Leadership -> Hybrid HRM	0.221	2.361	0.019
Diuwongke -> Hybrid HRM	0.132	1.826	0.069
Team Oriented culture -> Hybrid HRM	0.057	1.015	0.311
Young -> Hybrid HRM	0.051	0.946	0.345
Detail Oriented culture -> Hybrid HRM	0.041	0.622	0.534
Facilitation Philosophy -> Hybrid HRM	0.023	0.43	0.668
Students -> Hybrid HRM	0.009	0.208	0.835
Age -> Hybrid HRM	0.005	0.082	0.935
Gender -> Hybrid HRM	-0.014	0.244	0.808
Paternalistic Leadership -> Diuwongke -> Hybrid HRM	0.088	1.735	0.083

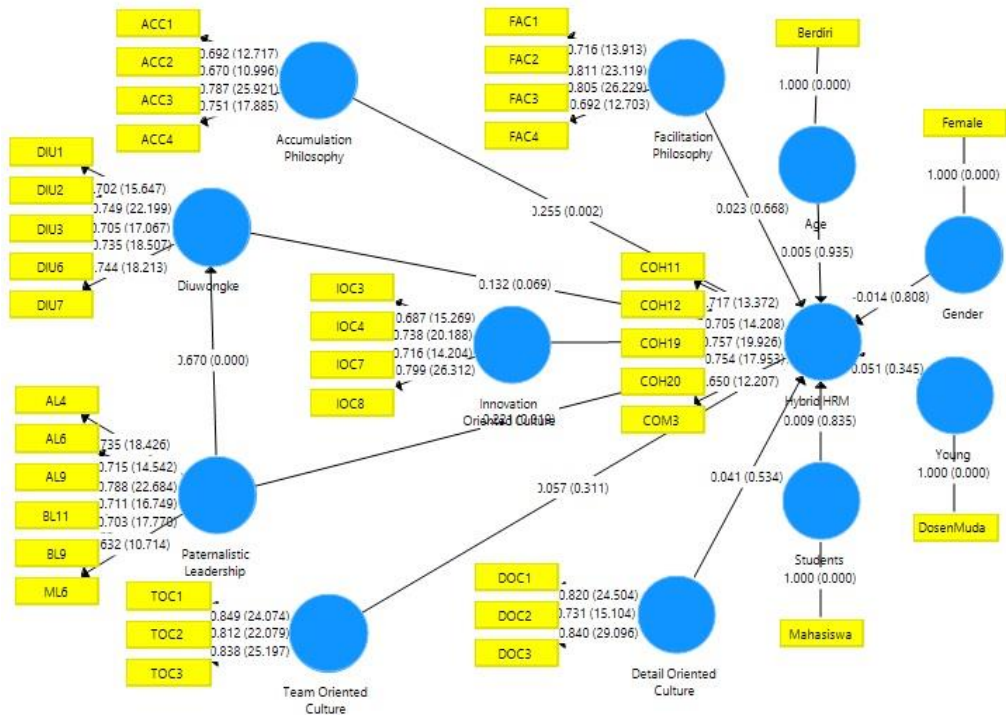


Figure 2. Structural model results.

Notes: The inner model displayed path coefficients and p-values, while the outer model displayed loadings and t-values.

The study results reveal paternalistic leadership benefits hybrid HRM in Indonesian private higher education institutions. This result is different from Shi, Yu, and Zheng (2020) but consistent with previous research by Sposato and Rumens (2021), Hiller et al. (2019) and Bedi (2020). These findings confirm that paternalistic leadership is appropriate for HRM development in Indonesia. Paternalistic leadership is honest leadership, not taking advantage of personal relationships for personal gain but on the other hand, it is also firm in applying strict sanctions and discipline to subordinates. Such a leader is considered genuine and can bring transparency to the compensation and benefit system, attract outsiders to become lecturers, and establish a trust-based selection system.

This study further confirms that diuwongke positively influences hybrid HRM. These results support previous research (Rahmadani & Schaufeli, 2022). Therefore, recognition and appreciation of superiors to subordinates, efforts to recruit and involve subordinates, and friendliness of superiors in greeting subordinates also create a positive atmosphere for lecturers at work. Keep in mind that this leader is paternalistic. A good leader is also one who always gives orders and enforces discipline. This analysis

also shows that paternalistic leadership has a positive and significant effect on diuwongke. So, a suitable leader for hybrid HRM in private higher education institutions in Indonesia is not a completely authoritarian leader but also has a caring dimension balanced with assertiveness.

Moreover, the relationship between innovation-oriented culture and hybrid HRM is positive and significant in this study. Previous researchers such as Fuad, Musa, and Hashim (2022) and Jin and Kim (2022) found the same relationship. Of course, it is only natural that the culture of innovation plays a significant role in higher education because higher education is required to produce various innovations for society. Both institutions and leaders must support lecturers to experiment in learning and research, take risks relevant to their work and focus on job security and operations. This systematic innovation system enables the creation of a supportive climate for lecturers' work and the development of a transparent incentive system. All three types of organizational culture may play a role in hybrid HRM in Indonesian higher education institutions. Even so, this study found only one culture that significantly affected hybrid HRM. Detail-oriented culture and team-oriented culture have no significant effect. Detail-oriented cultures tend to be normative because they emphasize rules that must be adequately obeyed. Although impressed with the authoritarian characteristics of paternalistic leaders, this culture is not conducive to the experimentation and risk-taking inherent in innovation cultures. Paternalistic leaders also do not need to be in line with strict written regulations because leaders have wisdom that can overcome rules as long as they are necessary for subordinates' good. A surprising finding is that a team-oriented culture does not affect hybrid HRM. Teamwork should be vital for universities because it allows more complex research objectives to be achieved. However, collaboration also raises specific challenges, such as stakeholder engagement.

In addition, the philosophy found to have a significant effect was the accumulation philosophy, while the facilitation philosophy had no impact on hybrid HRM. Previous researchers such as Blom et al. (2021) and Blom et al. (2022) have similar findings with this study. This relationship indicates that a focus on attracting high-potential talent, emphasizing maximum engagement and consistency of engaging, attracting and developing talent with organizational needs is essential in encouraging rewards transparency and enhancing a conducive working climate for lecturers. Interestingly, the individual motivation of lecturers and staff, facilitating the discovery and creation of new knowledge, and the freedom for lecturers to develop their abilities and skills, which are the hallmarks of the philosophy of facilitation, do not affect hybrid HRM. A possible explanation for this insignificant influence is that what is needed is not facilitation for lecturers but exemplary and firm caring leadership. Paternalistic leaders are considered to know the needs of their subordinates better than the subordinates themselves, like the analogy of a father who understands the needs of his child better than the child himself.

Based on the findings above, an HRM model can be developed to achieve World Class University for private universities in Indonesia (Figure 3). The model contains components of incentive transparency, a recommendation system in the selection, a supportive organizational atmosphere for lecturer work, support for innovation, a sound job security system, a well-organized management system, firm but caring leadership, and consistent talent development.

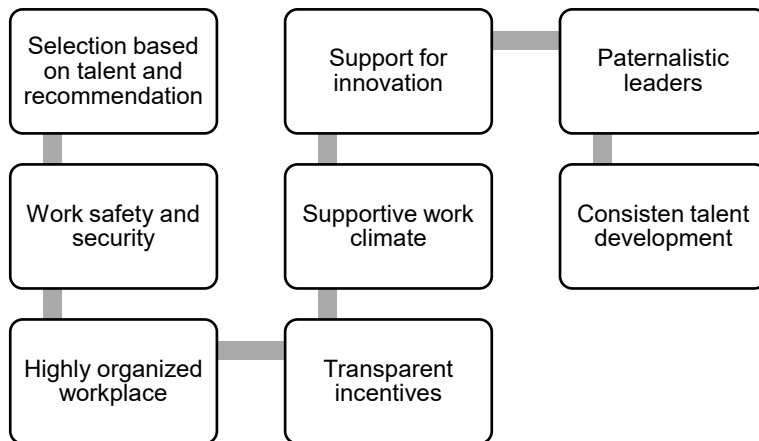


Figure 3. HRM model to achieve World Class University for private universities.

On the one hand, the model relies on contextualized HRM theory (Adisa & Mordi, 2022), mainly because there are components of paternalistic leaders and supportive work climate manifestations of diuwongke. This research shows paternalistic leaders and diuwongke play a significant role in Hybrid HRM. Paternalistic leadership and diuwongke are Indonesian context-specific variables that determine HRM practices in this country at the institutional level (Boehm et al. 2021).

On the other hand, this model is relatively the same as the general HRM model, which contains elements of recruitment, competency development, personnel management, innovation systems, and incentive systems (Hassanein & Özgüt, 2022). These general components arise from the significant role of the accumulation philosophy and innovation-oriented culture variables in influencing Hybrid HRM. These relatively universal components align with the theory of HRM adaptation (Blake, 2021) which emphasizes that local companies need to adapt to the HRM culture implemented by Western logic to expand globally. Even though a local university can achieve the status of a National Class University by only relying on local HRM practices such as diuwongke and paternalistic leadership, to achieve World Class University, universities must also apply international HRM aspects, which have so far existed under Western hegemony, which prioritize the values of accumulation and innovation.

Overall, the resulting model follows institutional theory. Institutional theory emphasizes that organizations comply with their environment's rules, expectations, and beliefs because companies seek to pursue their interests and goals in a social context (Ozbek et al., 2024). Two social contexts are faced by a university that wants to achieve world-class university status: the national and global contexts. In the national context, they rely on paternalistic leadership and diuwongke, while in the global context, they need an accumulation philosophy and innovation-oriented culture. This combination of local and global variables brings universities in Indonesia to be on par with other universities at the international level.

## **Implication and future research**

Focusing efforts on the philosophy of accumulation can be an effective strategy in developing hybrid HRM because this variable has the most substantial influence on hybrid HRM. In line with the valid accumulation philosophy indicators in predicting hybrid HRM, managers of private tertiary institutions must emphasize maximum involvement, seek and attract talent with great potential, consistently develop talent members, and carry out involvement, withdrawal, and development of talent consistent with organization needs.

Future research should explore and extend this research in three ways. First, this study explores the relationship between the determinants of hybrid HRM; future research could explore the moderating variables that might play a role in determining the degree of power of these variables for hybrid HRM. Second, this study uses a cross-sectional approach. Hence, it cannot ascertain whether the relationship between the variables in this study is causal and whether there is a long-term effect between the variables in the model. Future research could use a longitudinal design and examine processes that occur over time and have long-term impacts. Third, this research was conducted in the context of Indonesian culture. It should be emphasized that Western culture prioritizes competition between individuals within organizations, while Indonesian culture emphasizes cooperation between individuals within organizations. Meanwhile, paternalistic, strict, and compassionate leadership is more appropriate for building harmony within organizations in the Asian region, including in Indonesia.

## **Conclusions**

In conclusion, this study delves into the critical realm of formulating an effective human resource management (HRM) model tailored to private universities in Indonesia, aiming to bolster their quality in both national and global standings. Through a comprehensive examination of various factors, including HRM philosophy, organizational culture, paternalistic leadership, and diuwongke, insights into the



dynamics of hybrid HRM have been gleaned. Notably, findings showcase that an innovation-oriented culture stands out with the highest mean value, followed closely by the hybrid HRM construct. Conversely, diuwongke and team-oriented cultures exhibit comparatively lower mean values. The analysis underscores the significance of robust measurement, as evidenced by the meticulous scrutiny of factor loadings leading to the refinement of the model.

Furthermore, the study elucidates the intricate relationships among different constructs, with paternalistic leadership and diuwongke emerging as significant drivers of hybrid HRM, both directly and indirectly. Notably, the study corroborates the pivotal role of paternalistic leadership in fostering a conducive environment for HRM development, aligning with indigenous practices in Indonesia. Additionally, the positive influence of diuwongke on hybrid HRM underscores the importance of recognizing and appreciating subordinates, fostering a climate of trust and support within the organization. Moreover, the study underscores the importance of an innovation-oriented culture in augmenting hybrid HRM practices, emphasizing the imperative for universities to foster a climate conducive to experimentation and risk-taking. The model derived from these findings integrates contextualized HRM theories and aligns with universal HRM components, thus offering a nuanced yet adaptable approach to HRM practices in private higher education institutions. This synthesis of local and global variables encapsulates the essence of institutional theory, underlining the imperative for universities to navigate national and global contexts in their quest for excellence. Overall, the elucidation provided by this study offers invaluable insights into the complex interplay of factors shaping HRM practices in private universities, paving the way for enhanced competitiveness and global recognition in the higher education landscape.

## **Declaration of interest statement**

The authors declare that the research was conducted without any commercial or financial relationships that could be construed as a potential conflict of interest.

## **References**

- Abbas, Z., Sarwar, S., Rehman, M. A., Zámečník, R., & Shoaib, M. (2021). Green HRM promotes higher education sustainability: A mediated-moderated analysis. *International Journal of Manpower*. <https://doi.org/10.1108/IJM-04-2020-0171>
- Adisa, T. A., & Mordi, C. (Eds.). (2022). *HRM in the Global South: A Critical Perspective*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-98309-3>

- Alhazemi, A. A., Rees, C., & Hossain, F. (2013). Implementation of Strategic Organizational Change: The Case of King Abdul Aziz University in Saudi Arabia. *International Journal of Public Administration*, 36(13), 972–981. <https://doi.org/10.1080/01900692.2013.773036>
- Bedi, A. (2020). A Meta-Analytic Review of Paternalistic Leadership. *Applied Psychology*, 69(3), 960–1008. <https://doi.org/10.1111/apps.12186>
- Blake, B. D. (2021). Internationalisation and emerging market organisations: Toward a theory of HRM adaptation. *International Journal of Globalisation and Small Business*, 12(4), 317–340.
- Blom, R., Kruijen, P. M., Van Thiel, S., & Van der Heijden, B. I. J. M. (2021). HRM philosophies and policies in semi-autonomous agencies: Identification of important contextual factors. *The International Journal of Human Resource Management*, 32(18), 3862–3887. <https://doi.org/10.1080/09585192.2019.1640768>
- Blom, R., Voorn, B., & Borst, R. T. (2022). HRM autonomy, integration and performance in government agencies: Tests of necessity and sufficiency. *Public Management Review*, 1–19. <https://doi.org/10.1080/14719037.2022.2145348>
- Boehm, S. A., Schröder, H., & Bal, M. (2021). Age-Related Human Resource Management Policies and Practices: Antecedents, Outcomes and Conceptualizations. *Work, Aging and Retirement*, 7(4), 257–272. <https://doi.org/10.1093/workar/waab024>
- Chong, M. P. M., Shang, Y., Richards, M., & Zhu, X. (2018). Two sides of the same coin? Leadership and organizational culture. *Leadership & Organization Development Journal*, 39(8), 975–994. <https://doi.org/10.1108/LODJ-05-2017-0122>
- Cristiani, A., & Peiró, J. M. (2018). Human resource function, unions and varieties of capitalism: Exploring their impact on human resource management practices based on CRANET data. *Employee Relations*, 40(6), 1072–1098. <https://doi.org/10.1108/ER-10-2016-0198>
- Directorate General of Higher Education. (2020). Statistik Pendidikan Tinggi (Higher Education Statistics) 2020. Ministry of Education and Culture.
- Faul, F., Erdfelder, E., Lang, A., & Buchner, A. (2007). G\* Power 3: A flexible statistical power analysis program for the social, behavioral and biomedical sciences. *Behavior Research Methods*, 39(2), 175–191.
- Fornell, C., & Larcker, D. F. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, 18(1), 39. <https://doi.org/10.2307/3151312>
- Fuad, D. R. S. M., Musa, K., & Hashim, Z. (2022). Innovation culture in education: A systematic review of the literature. *Management in Education*, 36(3), 135–149. <https://doi.org/10.1177/0892020620959760>

- Hair, J. F. (Ed.). (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)* (Second edition). Sage.
- Hair, J. F. (2019). *Multivariate data analysis* (Eighth edition). Cengage.
- Hassanein, F., & Özgüt, H. (2022). Sustaining Human Resources through Talent Management Strategies and Employee Engagement in the Middle East Hotel Industry. *Sustainability*, 14(22), 15365. <https://doi.org/10.3390/su142215365>
- Islam, T., Sharif, S., Ali, H. F., & Jamil, S. (2022). Zooming into paternalistic leadership: Evidence from high power distance culture. *European Journal of Management and Business Economics*. <https://doi.org/10.1108/EJMBE-05-2021-0149>
- Jin, M., & Kim, B. (2022). Effects of ESG Activity Recognition Factors on Innovative Organization Culture, Job Crafting and Job Performance. *Administrative Sciences*, 12(4), 127. <https://doi.org/10.3390/admsci12040127>
- Latta, G. F. (2020). A complexity analysis of organizational culture, leadership and engagement: Integration, differentiation and fragmentation. *International Journal of Leadership in Education*, 23(3), 274–299. <https://doi.org/10.1080/13603124.2018.1562095>
- Lau, W. K., Pham, L. N. T., & Nguyen, L. D. (2019). Remapping the construct of paternalistic leadership. *Leadership & Organization Development Journal*, 40(7), 764–776. <https://doi.org/10.1108/LODJ-01-2019-0028>
- Ma, S., Silva, M. G., Callan, V. J., & Trigo, V. (2016). Control and commitment HR practices, job satisfaction and turnover intentions: A comparison between local and multinational firms in China. *The International Journal of Human Resource Management*, 27(9), 974–990. <https://doi.org/10.1080/09585192.2015.1052535>
- Meng, J., & Berger, B. K. (2019). The impact of organizational culture and leadership performance on PR professionals' job satisfaction: Testing the joint mediating effects of engagement and trust. *Public Relations Review*, 45(1), 64–75. <https://doi.org/10.1016/j.pubrev.2018.11.002>
- Özbek, N., Melén Hånell, S., Tolstoy, D., & Rovira Nordman, E. (2024). Exploring different responses to mimetic pressures: an institutional theory perspective on e-commerce adoption of an internationalizing retail SME. *The International Review of Retail, Distribution and Consumer Research*, 34(1), 14–32.
- Perdomo-Ortiz, J., Valencia, C., Durán, W. F., & Heredia, O. (2021). Effect of High-Performance Work Practices on Academic Research Productivity. *Latin American Business Review*, 22(2), 189–214. <https://doi.org/10.1080/10978526.2020.1837632>

- Quacquarelli Symonds. (2022). QS World University Rankings 2023 Result Tables (Excel). Quacquarelli Symonds. <https://www.qs.com/portfolio-items/qs-world-university-rankings-2023-resulttables-excel/>
- Rahmadani, V. G., & Schaufeli, W. B. (2022). Engaging leadership and work engagement as moderated by 'diuwongke ': An Indonesian study. *The International Journal of Human Resource Management*, 33(7), 1267–1295. <https://doi.org/10.1080/09585192.2020.1799234>
- Ringle, C., Wende, S., & Becker, J. (2015). SmartPLS 3 [Computer software]. SmartPLS GmbH.
- Sekaran, U., & Bougie, R. (2016). *Research Methods for Business: A Skill-Building Approach*. John Wiley & Sons, Ltd. <https://www.emerald.com/insight/content/doi/10.1108/BIJ-06-2019-0292/full/html>
- Shi, X., Yu, Z., & Zheng, X. (2020). Exploring the Relationship Between Paternalistic Leadership, Teacher Commitment and Job Satisfaction in Chinese Schools. *Frontiers in Psychology*, 11, 1481. <https://doi.org/10.3389/fpsyg.2020.01481>
- Song, J. (2018). Creating world-class universities in China: Strategies and impacts at a renowned research university. *Higher Education*, 75(4), 729–742. <https://doi.org/10.1007/s10734-017-0167-4>
- Sposato, M., & Rumens, N. (2021). Advancing international human resource management scholarship on paternalistic leadership and gender: The contribution of postcolonial feminism. *The International Journal of Human Resource Management*, 32(6), 1201–1221. <https://doi.org/10.1080/09585192.2018.1521862>
- Times Higher Education. (2022). World University Rankings 2022. <https://www.timeshighereducation.com/world-university-rankings/2022>
- Xia, J., Zhang, M. M., Zhu, J. C., Fan, D., & Samaratunge, R. (2019). HRM reforms and job-related well-being of academics. *Personnel Review*, 49(2), 597–619. <https://doi.org/10.1108/PR-05-2018-0188>