

## **Factors Driving and Inhibiting Lecturers' Interest in Research Activities As The Implementation of The Tri Dharma of Higher Education at STIE Pancasetia Banjarmasin, South Kalimantan**

**Isra Ul Huda<sup>1</sup>, Anthonius Junianto Karsudjono<sup>2</sup>, Jhony Fahrin Sapar<sup>3</sup>**

Sekolah Tinggi Ilmu Ekonomi Pancasetia Banjarmasin, Indonesia

Emails: israulhuda83@gmail.com, tonimbbm@yahoo.com, jhonyfahrin.stiepan@gmail.com

---

### **Abstract**

This study aims to identify the factors that encourage and hinder lecturer involvement in research activities as part of the implementation of the Tri Dharma of Higher Education at STIE Pancasetia Banjarmasin, South Kalimantan. The research method used is a qualitative approach with questionnaire techniques and secondary data analysis. The study results show that the driving factors include institutional support, the availability of research funds, academic motivation, and publication and career development opportunities. Meanwhile, inhibiting factors include limited time due to high teaching load, lack of access to research resources, and low incentives for lecturers to conduct research. The implications of this study highlight the need for institutional policies that better support lecturers' research activities to improve academic quality and scientific contributions in the university environment.

**Keywords:** Lecturer Research; Tri Dharma of Higher Education; Driving Factors; Inhibiting Factors; STIE Pancasetia.

---

### **INTRODUCTION**

Higher education has a great responsibility in implementing the Tri Dharma of Higher Education, which includes education, research, and community service. These three elements are interrelated and are the main foundation in creating quality higher education. However, among these three elements, research activities are often a challenge for lecturers, especially in the context of private universities such as STIE Pancasetia Banjarmasin, South Kalimantan (Brika et al., 2021; Elken & Stensaker, 2018; Falch et al., 2022; Lazarus & Suryasen, 2022; Liu et al., 2021; McCowan, 2018; Seyfried & Pohlenz, 2018; Yingqiang & Yongjian, 2016; Yusuf, 2023).

Research is an integral part of the development of science and innovation. Through research, lecturers not only enrich scientific insights but also contribute to solving problems in society. However, the implementation of research among lecturers still faces various obstacles (Goesderilidar, 2021; Hasanah, 2018; Sabna, 2020; Seto, 2018). Based on initial observations, many lecturers have not been optimally involved in research activities. This can be caused by various factors, both driving and inhibiting.

Driving factors such as institutional support, research grants, and appreciation for research results can motivate lecturers to be more active in research activities. On the other hand, inhibiting factors such as time constraints, lack of access to research resources, and lack of appreciation for research results are often the main obstacles. This condition can affect the level of lecturer participation in research activities, which ultimately has an impact on the achievement of the implementation of the Tri Dharma of Higher Education (Darwis, 2017; Liliana & Mayasari, 2019; Mariam et al., 2018; Seto & Septianti, 2018).

STIE Pancasetia Banjarmasin, one of the universities in South Kalimantan, faces similar challenges. As a higher education institution oriented to the development of economics and management, STIE Pancasetia has excellent potential to produce relevant and applicable research. However, this potential has not been fully realized due to various factors that affect lecturer involvement in research.

The target that lecturers are expected to conduct independent research in each semester has not been achieved, as shown in the table below.

**Table 1.**  
**Targets and Realization**  
**Number of Researchers Each Semester in 2020-2023**

No.	Semester	Number of Research Reports	Realization of the Number of Researchers	Target Researcher	Percentage of Achievement That Follows Research
1	Odd 2020	21	15	35	43%
2	Even 2020			35	0%
3	Odd 2021	18	13	35	37%
4	Even 2021	18	13	35	37%
5	Odd 2022	18	9	35	26%
6	Even 2022	11	8	35	23%
7	Odd 2023	12	8	35	23%
8	Even 2023	16	9	35	26%
<b>Average</b>					<b>31%</b>

*Source: LPPM 2024*

From Table 1 above, we can understand that the number of researchers targeted by STIE Pancasetia has not reached the target. The average realization is only 31%. Therefore, this study aims to identify the driving and inhibiting factors that affect lecturers' interest in research activities at STIE Pancasetia Banjarmasin. The results of this study are expected to provide strategic recommendations for institutions to increase lecturer involvement in research as one of the implementations of the Tri Dharma of Higher Education.

The urgency of this research lies in the pressing need to enhance the quality of higher education in Indonesia by strengthening research as part of the Tri Dharma of Higher Education. Improving the quality of research is hoped to drive advancements in science and societal development.

The novelty of this research is in its focus on internal factors within universities, such as institutional support, academic motivation, and time allocation, which are often overlooked in previous studies that have focused more on external factors or government policies.

This research significantly benefits relevant stakeholders, particularly higher education institutions and faculty members. For STIE Pancasetia Banjarmasin, the findings offer crucial insights into the factors influencing faculty participation in research. This enables the institution to formulate policies that better support faculty engagement in research activities. Academically, this research contributes valuable data and analysis that can serve as a reference for future studies in the same field.

## **METHOD**

This research utilizes a qualitative approach with a descriptive method. It aims to explore the factors that influence lecturers' involvement in research, both driving and inhibiting factors. The descriptive method

is employed to study and describe the status of a group of people, objects, events, or conditions at a given time to gain a comprehensive understanding of the research topic.

In this study, the qualitative approach is used, which is based on the philosophy of postpositivism. Unlike experimental research, this approach is applied to investigate natural objects or phenomena. The researcher is the primary instrument in the data collection process, ensuring in-depth exploration of the subject matter. Data collection techniques include triangulation, which combines various methods such as interviews, observations, and document analysis to increase the validity of the data. Inductive data analysis is applied, which focuses on understanding the data in context and deriving themes or patterns, rather than making broad generalizations.

Employing this qualitative approach emphasizes the meaning and context of lecturers' involvement in research, ensuring a detailed and thorough exploration of external and internal factors that influence their participation. This method allows for a deeper understanding of the motivations and barriers that affect lecturers' engagement with research activities.

### **RESULT AND DISCUSSION**

The research aims to explore the factors that encourage and inhibit lecturers' involvement in research activities at STIE Pancasetia Banjarmasin. With the rapid development of education, especially in higher education environments, research has become an inseparable aspect of a lecturer's responsibility. This research aims to provide insights into how lecturers at STIE Pancasetia Banjarmasin respond to challenges and opportunities in the field of research and the factors influencing their engagement in these activities.

One of the main findings from this research is the significant impact of institutional support on lecturers' motivation to engage in research. The majority of lecturers (85%) acknowledged that institutional policies, such as the requirement to conduct research to fulfill the lecturers' workload (BKD), play a significant role in motivating them to become more active in research. The policies implemented by STIE Pancasetia Banjarmasin encourage lecturers not only to focus on teaching but also to engage in research that benefits the development of scientific knowledge. Additionally, facilities and support, such as funding, access to scientific journals, and administrative ease, further increase lecturers' opportunities to participate in research.

Institutional support is also closely related to academic career development. The research found that nearly 97% of lecturers consider research an essential requirement for advancing their academic positions. This shows that for most lecturers, research involvement is not only an academic obligation but also a means of advancing their professional careers. Therefore, higher education institutions must develop policies that motivate lecturers to conduct high-quality research.

Meanwhile, personal factors also play a significant role in lecturers' involvement in research. As many as 89% of lecturers stated that they have an intrinsic interest in research and see it as an important contribution to knowledge development. This personal interest is one of the primary drivers for lecturers to remain engaged in research despite facing various challenges. Many lecturers feel satisfied when their research contributes positively to the development of their field of expertise.

However, despite the many motivating factors, the research also revealed several significant inhibiting factors to lecturers' involvement in research. One of the main barriers is the high teaching and administrative workload. Although only 23% of lecturers regard this as the main obstacle, most lecturers feel that the available time for research is limited due to the demanding teaching responsibilities and administrative tasks they must complete.

Additionally, limited funding is another major inhibiting factor in conducting research. As many as 36% of lecturers reported difficulty in securing funding for their research. Although the institution has some incentives, not all lecturers can access sufficient research funds to conduct quality research. This funding limitation is directly related to constraints on research facilities and opportunities for collaboration with external parties, which often require additional funding.

Even with incentives and rewards, the study found that only 15% of lecturers felt their research results were adequately valued or recognized by their institutions and peers. The lack of recognition, though small, remains a factor hampering lecturers' motivation to continue their research activities. Recognition and appreciation of research outcomes are crucial for ensuring that lecturers feel valued for their efforts and that their research has a tangible impact in academia and the wider community.

Moreover, the research also highlighted a gap in time management. As many as 41% of lecturers reported difficulty in finding enough time to focus on research. With a heavy teaching workload, many lecturers feel trapped in their daily academic routine, leaving little time for research. Improved time management, with the help of technology or policy changes that provide more flexible scheduling, may be a potential solution to this issue.

Interestingly, despite these challenges, another finding shows that most lecturers remain active in research. About 84.6% of lecturers reported that they are actively involved in research activities on a periodic basis, often submitting research proposals and participating in journal publications and scientific conferences. This shows that, despite the obstacles, most lecturers remain committed to contributing to scientific knowledge and academic progress.

Additionally, 64.1% of lecturers show their commitment by actively publishing their research, both in internal and external journals. This indicates that, despite challenges related to funding and time, many lecturers are highly committed to producing research that can be published and have a wide-reaching impact.

This research also reveals that most lecturers feel that their research contributes to the Tri Dharma of Higher Education. Around 84.6% of lecturers consider their research to significantly contribute to the development of science and technology. Furthermore, 56.4% of lecturers reported that their research results have been applied in community service activities. This indicates that research outcomes not only contribute to academia but also have a direct impact on society.

Overall, this research clearly shows how motivating and inhibiting factors affect lecturers' involvement in research at STIE Pancasetia Banjarmasin. The findings offer valuable insights into the policies that need to be improved to encourage more lecturers to engage in research and provide an understanding of the important role that personal factors, institutional support, and recognition of research outcomes play in increasing lecturers' participation in research. Based on these findings, higher education institutions should continue to develop better policies, offer greater incentives, and improve time management to support lecturers in conducting more productive and high-quality research.

## **CONCLUSION**

The conclusion of this study shows that although there are strong driving factors, various obstacles still reduce lecturer involvement in research. Therefore, more supportive institutional policies are needed, such as more flexible time allocation, increased incentives, and the provision of more adequate research facilities. With these steps, the Tri Dharma of Higher Education implementation can run more optimally and contribute more to the development of science and academic quality at STIE Pancasetia Banjarmasin.

The results of this study conclude that the main obstacles to lecturer involvement in research are time constraints, lack of financial support, and appreciation that still needs to be improved. To overcome these barriers, stronger institutional strategies are required, such as more flexible time management, increased allocation of research funds, and more optimal rewarding. Thus, lecturers can be more encouraged to participate in research as part of the implementation of the Tri Dharma of Higher Education.

## **BIBLIOGRAPHY**

- Brika, S. K. M., Algamdi, A., Chergui, K., Musa, A. A., & Zouaghi, R. (2021). Quality of Higher Education: A Bibliometric Review Study. *Frontiers in Education*, 6. <https://doi.org/10.3389/feduc.2021.666087>
- Darwis, M. (2017). Motivasi Dosen Dalam Melakukan Kegiatan Penelitian Di Sekolah Tinggi Agama Islam Tapaktuan Aceh Selatan. *Fitra*, 3(2).
- Elken, M., & Stensaker, B. (2018). Conceptualising 'quality work' in higher education. *Quality in Higher Education*, 24(3). <https://doi.org/10.1080/13538322.2018.1554782>
- Falch, T., Iversen, J. M. V., Nyhus, O. H., & Strøm, B. (2022). Quality measures in higher education: Norwegian evidence. *Economics of Education Review*, 87. <https://doi.org/10.1016/j.econedurev.2022.102235>
- Goesderilidar. (2021). Membangun website Lembaga Penelitian dan Pengabdian Kepada Masyarakat. *Jurnal IndraTech*, 2(1).
- Hasanah, U. (2018). Pengaruh Minat, Motivasi, Penghargaan, dan Profesionalisme terhadap Prestasi Dosen Universitas Abdurachman Saleh Situbondo dalam Melakukan Penelitian dan Pengabdian kepada Masyarakat. *Jurnal Strategi Dan Bisnis*, 6(1).
- Lazarus, F. C., & Suryasen, R. (2022). The quality of higher education through MOOC penetration and the role of academic libraries. *Insights: The UKSG Journal*, 35. <https://doi.org/10.1629/UKSG.577>
- Liliana, L., & Mayasari, V. (2019). Pengaruh Motivasi, Kompetensi dan Kemampuan Finansial Terhadap Minat Melanjutkan Studi Pada Dosen di Universitas Tridianti Palembang. *Jurnal Ilmiah Ekonomi Global Masa Kini*, 10(1). <https://doi.org/10.36982/jiegm.v10i1.741>
- Liu, Y., Yin, L., & Guo, J. (2021). The quality of higher education and overeducation: Where should higher education funding go? *Finance Research Letters*, 41. <https://doi.org/10.1016/j.frl.2020.101824>
- Mariam, I., Wartiningsih, E., & Latianingsih, N. (2018). Tinjauan Kritis Kontribusi Penelitian Dalam Meningkatkan Daya Saing Organisasi Politeknik. *Epigram*, 14(2). <https://doi.org/10.32722/epi.v14i2.995>
- McCowan, T. (2018). Quality of higher education in Kenya: Addressing the conundrum. *International Journal of Educational Development*, 60. <https://doi.org/10.1016/j.ijedudev.2017.11.002>
- Sabna, E. (2020). Penerapan Text Mining Untuk Pengelompokan Penelitian Dosen. *Jurnal Ilmu Komputer*, 9(2). <https://doi.org/10.33060/jik/2020/vol9.iss2.183>
- Seto, A. A. (2018). Kompensasi, Motivasi dan Kompetensi Terhadap Minat Melakukan Penelitian pada Dosen di Universitas Tridianti Palembang. *Jurnal Ilmiah Ekonomi Global Masa Kini*, 9(2). <https://doi.org/10.36982/jiegm.v9i2.538>
- Seto, A. A., & Septianti, D. (2018). Pengaruh kompensasi, motivasi dan kompetensi terhadap minat melakukan penelitian pada dosen di universitas tridianti palembang. *Seminar Nasional Sistem Informasi*, 9(2).
- Seyfried, M., & Pohlenz, P. (2018). Assessing quality assurance in higher education: quality managers' perceptions of effectiveness. *European Journal of Higher Education*, 8(3). <https://doi.org/10.1080/21568235.2018.1474777>

- Yingqiang, Z., & Yongjian, S. (2016). Quality Assurance in Higher Education: Reflection, Criticism, and Change. *Chinese Education and Society*, 49(1–2).  
<https://doi.org/10.1080/10611932.2016.1192382>
- Yusuf, F. A. (2023). Total Quality Management (TQM) and Quality of Higher Education: A Meta-Analysis Study. *International Journal of Instruction*, 16(2).  
<https://doi.org/10.29333/iji.2023.16210a>

---

**Copyright holders:**

**Isra Ul Huda, Anthonius Junianto Karsudjon, Jhony Fahrin Sapar (2025)**

**First publication right:**

**AJEMB – American Journal of Economic and Management Business**

---