



Education Towards Golden Indonesia 2045: Reforming Welfare, Salaries, and Career Management of University Lecturers in Public and Private Universities to Create Superior, Character-Built, and Globally Competitive Human Resources

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ARTICLE INFO

Kata Kunci: Golden Indonesia 2045, Lecturers, Public Universities, Private Universities, Welfare, Remuneration, Academic Rank, ILWAC-GM

Received : 4 August 2026
Revised : 22 September 2026
Accepted: 23 October 2026

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ABSTRAK

Higher education is a strategic instrument for achieving Golden Indonesia 2045. Law Number 59 of 2024 on the National Long-Term Development Plan (RPJPN) 2025–2045 identifies stronger human-resource competitiveness as one of the national vision targets, yet the quality of human resources cannot be separated from the quality and sustainability of the lecturer profession, the principal implementer of the tridharma of higher education. This article analyzes the reform of remuneration, welfare, career development, and governance of lecturers at public universities (PTN) and private universities (PTS), which differ in financing, income mechanisms, workload, research access, and career opportunities. The study applies a normative-juridical method with statutory, conceptual, and public-policy approaches. The findings indicate that lecturer reform must shift from an administrative paradigm toward professionalization based on competence, performance, welfare, and the portability of academic records. The Lecturer Workload (BKD) and SISTER systems can be developed into a data infrastructure linking academic qualifications, academic rank, tridharma activities, publications, research, community service, and intellectual property. The article proposes the Integrated Lecturer Welfare and Academic Career Governance Model (ILWAC-GM) and the Academic Digital Career Passport (ADCP), a verified digital academic record that keeps credit points and career history attached to the individual lecturer when moving between institutions. Islamic perspectives (QS Al-Mujadilah: 11 and QS Al-Qashash: 26) reinforce the argument that lecturer welfare reform is an investment in human development rather than merely a matter of wages.

INTRODUCTION

Golden Indonesia 2045 is a long-term development agenda that puts humans as one of the main foundations of national development. The country needs human resources (HR) who not only have academic and professional skills but also character, integrity, technological ability, creativity, and social responsibility. Law Number 59 of 2024 sets the RPJPN 2025–2045 as a guideline for national development with five vision targets, one of which is improving HR competitiveness. Bappenas has also developed the 2025–2045 Education Roadmap covering higher education and HR needs mapping as part of efforts to support Golden Indonesia 2045.

Universities play a strategic role in this process because they produce professionals, scientists, researchers, leaders, entrepreneurs, bureaucrats, legal practitioners, healthcare workers, teachers, and various other professions that shape the direction of development. However, the quality of higher education isn't determined just by the number of universities, students, labs, digital technology, or curriculum. Human factors, especially lecturers, are fundamental. Lecturers carry out education and teaching, research, community service (*tridharma*), student mentoring, knowledge development, scientific publications, and innovation. Specific regulations regarding the lecturer profession are outlined in Government Regulation Number 37 of 2009 concerning Lecturers.

From here, the following chain of relationships is formed: teacher welfare → quality of academic work → quality of learning → quality of graduates → quality of human resources → Indonesia 2045. If the welfare and career system for lecturers doesn't run well, there's a risk that lecturers will spend more of their energy on meeting economic needs rather than developing research, publications, innovations, and community service.

This issue becomes especially important in private universities. Not all private universities have the same financial capacity: some have a large number of students and strong funding sources, while others survive with limited resources. On the other hand, the demands on lecturers keep increasing, from the obligation to have higher education, conduct research, publish work, carry out community service, guide students, meet workload requirements, advance in academic rank, to keeping up with digital transformation. Meanwhile, the welfare and career development systems don't always operate within a uniform framework between public and private universities. That's why discussing lecturer welfare isn't just about comparing salary numbers. You also need to consider employment status, educational background, academic rank, lecturer certification, workload, research, publications, community service, intellectual property, books, allowances, social protection, promotion systems, and career sustainability.

The main question being asked is whether the current lecturer income and career development system has been able to provide a proportional relationship between qualifications, workload, performance, academic responsibilities, and well-being. This question is detailed in the following problem statement:

1. What is the legal framework and the differences in salary characteristics and career management of lecturers at public and private universities?

2. How can the income system, career paths, and academic track records of lecturers be reformed to be proportional to qualifications, workload, and performance?
3. How can an integrated governance model (ILWAC-GM) be formulated to connect welfare, tridharma performance, career, digital governance, as well as ethics and professional protection?

This article aims to analyze these three issues and formulate policy recommendations for the government, universities, and lecturers to support achieving Golden Indonesia 2045.

Literature Review and Research Gap

Constitutional and Legal Framework

Education is a constitutional right of citizens, and the 1945 Constitution of the Republic of Indonesia (UD NRI 1945) places it as an important part of national and state life. The legal framework related to lecturers includes:

- The 1945 Constitution of the Republic of Indonesia;
- Law Number 20 of 2003 on the National Education System;
- Law Number 12 of 2012 on Higher Education;
- Law Number 14 of 2005 on Teachers and Lecturers;
- Government Regulation Number 37 of 2009 on Lecturers;
- regulations regarding academic positions and lecturer careers, salaries, and the determination of minimum wages; and
- BKD policies as well as the SISTER and BIMA data ecosystem.

Thus, lecturers are at the intersection of higher education law, professional law, labor law, wage law, and university governance. Therefore, lecturer welfare policies should be seen in a multidimensional way.

Previous Research and Research Gaps

Research on lecturers in Indonesia has often discussed welfare, income, compensation, job satisfaction, performance, and social protection. Okstriana and Sulaksono (2025) examined the legal aspects of paying below minimum wage to permanent private university lecturers, while Ahyani et al. (2025) discussed minimum wage and the welfare of private lecturers from the perspective of Islamic law and positive law. Broader higher education studies have mostly focused on learning quality, accreditation, scientific publications, governance, and digital transformation. Nevertheless, there are still four research gaps that remain open.

First, studies on welfare and career are still often conducted separately. Discussions about salary are usually not systematically linked to the chain PhD → academic rank → BKD → research → publications → PKM → intellectual property → books → credit points → Professor. Second, a lecturer's career record has not yet been fully positioned as a portable professional asset; work produced over the years should remain recorded and verifiable when a lecturer moves to another institution. Third, there aren't many models that simultaneously connect welfare with tridharma performance; welfare should not be seen merely as an

institutional cost, but as an investment in academic productivity. Fourth, ethical aspects and religious values have not always been integrated into lecturer income reforms, even though education is not just a process of knowledge transfer, but also the formation of a person.

Some approaches see well-being as a work-related issue, while the development of academic positions is treated as a higher education administrative matter. This article combines both perspectives by viewing lecturers not just as workers, but as academic human capital who produce knowledge, innovation, graduates, public policy, and community service.

IMPLEMENTATION AND METHODS

This study is a juridical-normative legal research with three approaches: a statute approach to examine regulations on higher education, the teaching profession, wages, and national long-term development; a conceptual approach to formulate the concepts of ILWAC-GM and ADCP; and a public policy approach to assess implications and reform recommendations.

Primary legal materials include the 1945 Constitution of the Republic of Indonesia, Law Number 20 of 2003, Law Number 12 of 2012, Law Number 14 of 2005, Law Number 59 of 2024, Government Regulation Number 37 of 2009, as well as provisions on civil servant basic salaries and minimum wages. Secondary legal materials include scientific articles and related policy documents. Supporting data include the provincial minimum wage (UMP) of North Sumatra from 2021–2026, basic salary tables for civil servants from the State Civil Service Agency (BKN), wage surveys from the Campus Workers Union (SPK), reports from the Indonesian House of Representatives (DPR), and compensation surveys from the American Association of University Professors (AAUP). All materials were analyzed qualitatively using a descriptive-prescriptive technique.

Comparison data is illustrative and has its limitations. Private university salaries depend on the organizing body, employment contract, academic position, length of service, and university policies, so there isn't a single national salary table like for civil servants. In addition, civil servant, private university, and overseas data differ in units and definitions, so they can't be compared directly.

RESULTS AND DISCUSSION

Differences in Characteristics Between State and Private Universities

Public and private universities have the same function in the national education system, but their management structures are different as summarized in Table 1. The difference in institutions shouldn't be an excuse to ignore the professionalism of lecturers.

Table 1. Comparison of Public and Private Universities and Directions for Reform

Aspects	PTN	PTS	Reform direction
Organizing body	Country	Organizing bodies/foundations	Transparent standards
Funding sources	State Budget/PNBP and other legitimate sources	Tuition, foundations, grants, cooperation, other legitimate sources	Funding for private university lecturers strengthened
Staffing structure	ASN/non-ASN according to the form of PTN	Generally follow a working relationship with the organizing body	Professional protection
Income	Influenced by employment status and regulations	Influenced by the status, contract, ability of the institution, and the policies of the organizing body	A definite basic income
Academic positions	Follow national regulations	Follow national regulations and institutional governance	Track record portability
Research and PKM	Government/institutional grants	Grants and institutional capabilities	Equal access, output-based incentives
Tridharma and BKD	Mandatory according to the provisions	Mandatory according to the provisions	Digital integration
SISTER	Lecturer data ecosystem	Lecturer data ecosystem	Interoperability

Wage Issues: Minimum Wage Position and Comparison Data

Comparing lecturers' earnings can't be done just by looking at one salary figure, because the components differ depending on employment status, institution, academic rank, years of service, certification, remuneration, additional duties, research performance, community service, publications, and the policies of the organizing body. To illustrate developments in the minimum wage, Table 2 shows the North Sumatra Minimum Wage (UMP) from 2021–2026 and, for comparison, the base salary of civil servants in grade III/c with zero years of service.

Table 2. North Sumatra Minimum Wage and Basic Salary of Civil Servants Grade III/c (0 Years of Service), 2021–2026

Year	UMP North Sumatra (Rp)	Basic salary of civil servants gol. III/c (Rp/month)	Basic salary/UMP ratio
2021	2.499.423	2.802.300	1,12
2022	2.522.610	2.802.300	1,11
2023	2.710.494	2.802.300	1,03
2024	2.809.915	3.026.400	1,08
2025	2.992.559	3.026.400	1,01
2026	3.228.949	—	—

Source: determination of UMP of North Sumatra Province; BKN Regulation Number 1 of 2024 (basic salary 2024–2025) and the basic salary table of civil servants before the 2024 adjustment (2021–2023). The ratio is calculated by the author. The basic salary is not total income.

Table 2 shows that the gap between the starting basic salary of civil servants in grade III/c and the minimum wage in North Sumatra has narrowed from about 12% in 2021 to around 1% in 2025, and the 2026 minimum wage of IDR 3,228,949 has surpassed the 2024 basic salary listed in the table (IDR 3,026,400). This finding is illustrative, because the basic salary is not the total take-home pay: civil servant lecturers may receive other components like professional allowances and, depending on their position or agency, performance allowances (BKN, 2024). However, precisely because lecturers generally require higher education, special competencies, research, publications, and professional responsibility, the minimum wage cannot be used as a measure of their professional worth. The principle being suggested is that minimum wage $\neq$ standard for lecturers' professionalism; the minimum wage is just one of the instruments in the wage regime.

At private universities, national data isn't available in a single uniform table. To give an idea of the actual situation, a survey by SPK of 427 respondents updated on September 21, 2026, recorded a median campus worker salary of IDR 3,571,295 and an average of IDR 4,153,076 per month (SPK, 2026). These numbers are survey data, not the official salary standard for all private university lecturers. The House of Representatives also highlighted the income gap between public and private universities in February 2026; a DPR article mentioned that more than 42% of private lecturers in the cited data earned a fixed income below IDR 3 million per month (House of Representatives of Indonesia, 2026).

As an international comparison, AAUP data on the average professor salaries at doctoral universities in the United States is used (Table 3). The number increased from US\$163,485 in 2021–2022 to US\$181,273 in 2024–2025. Preliminary results from the 2025–2026 survey show a nominal increase of 2.3% in average full-time faculty salaries, but a real decrease of about 0.4% after inflation, while the final data has not yet been published (AAUP, 2025).

Table 3. Average Professor Salaries at Doctoral Universities in the United States

Academic year	Average professor's salary (US\$/year)
2021–2022	163.485
2022–2023	169.821
2023–2024	176.162
2024–2025	181.273

Source : AAUP, faculty Compensation Survey For The Relevant Academic Year.

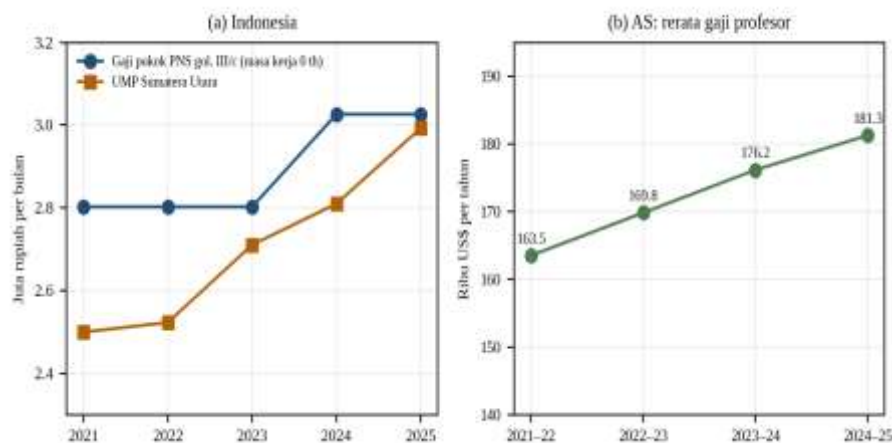


Figure 1. Income trends: (a) Minimum wage in North Sumatra and the basic salary of civil servants grade III/c; (b) average salary of doctoral university professors in the United States

Note: the two panels aren't compared directly because they have different units, periods, and data definitions.

Data from Indonesia and the United States can't be directly compared due to differences in units (monthly/yearly; rupiah/ dollar), data definitions (base salary, survey wages, average professor salary), and the cost of living context. That's why Figure 1 is presented in two separate panels. Further quantitative comparisons, like ratios after conversion and purchasing power adjustments, need to be done in future research.

Wage System Reform

Reform doesn't have to mean that all lecturers receive the same amount. What's needed is the principle of fairness and transparency. The income structure for lecturers is conceptually formulated as follows:

Total Lecturer Income = Base Income + Professional Allowance + Performance Incentive + Academic Award + Additional Duties

With that formula, lecturers who have a doctoral qualification, hold high academic positions, have big responsibilities, and are productive can get recognition according to objective indicators. The system should avoid two

extremes: one that only looks at attendance without considering academic productivity, and one that only chases publications without paying attention to the quality of teaching, service, academic integrity, and well-being.

The proposed principle is Lecturer Welfare–Performance Balance, which is ‘Welfare follows Professional Responsibility and Verified Performance’: lecturer welfare is not separated from professional responsibility and verifiable performance. However, not all income should be turned into output-based incentives. A basic income that provides certainty is still needed, which can then be complemented with performance-based rewards. For private universities, a clear income protection framework is needed while still considering the capabilities of the managing institution.

Academic Career Reform: from PhD to Professor

The ideal career path for a lecturer is Master's → Doctorate → Assistant Expert → Lecturer → Senior Lecturer → Professor. Academic positions aren't automatically granted just because someone has a PhD; lecturers need to meet academic and administrative requirements according to the regulations in place, which relate to workload, publications, research, community service, intellectual property, books, credit points, certification, academic reputation, and integrity. Each career stage needs support through mentoring, research, publications, community service, supervision, intellectual property, books, international networking, research funding, and reward systems. Doctoral qualifications and promotions should also have proportional professional consequences and recognition, so the career system provides certainty.

Academic Digital Career Passport and Credit Score Portability

One strategic issue arises when lecturers move to a different university: the academic work they have produced is difficult to transfer or verify. This article proposes Academic Career Portability, which is the concept that a verified academic track record is attached to the individual, not just to the institution. The tool for this is the Academic Digital Career Passport (ADCP), a digital academic record that can be verified across institutions with the structure: academic identity → undergraduate/graduate/postgraduate education → academic positions → BKD → publications → research → PKM → intellectual property rights → books → credit points (KUM) → certifications → awards → history of institutions and career.

Proposed principle: verified works become a lecturer's academic assets, are traceable, can be re-verified, and can be accounted for according to regulations. This way, moving from university A to B doesn't erase a lecturer's academic history and reduces reliance on administrative archives from the previous institution. The system requires: (1) a unique academic identity; (2) work metadata; (3) proof documents; (4) verification date; (5) verifying institution; (6) validation status; (7) audit trail; (8) correction mechanism; and (9) objection mechanism. Portability should come with measures to prevent duplicate claims, predatory publications, KUM manipulation, plagiarism, document forgery, and double recognition of a single output.

BKD, SISTER, BIMA, and the Tridharma Ecosystem

BKD should not just be seen as an administrative requirement. BKD data can be used to look at the chain of workload → productivity → quality → career development → incentives. SISTER can be developed from merely a place to store lecturer data into an Academic Career Intelligence System that helps the government and universities map lecturer needs, areas of expertise, research productivity, the need for professors and doctors, lecturer distribution, centers of excellence, and national HR needs. This aligns with Bappenas' direction, which emphasizes mapping HR needs and university centers of excellence. Integrating SISTER, BKD, academic positions, publications, research, PKM, IP rights, books, certifications, and credit points also reduces repeated data entry across various systems.

BIMA has an important role in the research funding and PKM ecosystem. Ideally, Tridharma should be one ecosystem: research → scientific articles → intellectual property rights (IPR) → books → PKM → public policy → benefits for society. IPR can serve as proof that academic activities produce innovations protected by law, so in ADCP this component encourages lecturers not only to chase the number of publications but also to create models, systems, devices, works, methods, and applications that are useful. Access to national grants needs to keep expanding based on the quality of proposals and outputs, not just whether the university is public or private.

ILWAC-GM Model

The Integrated Lecturer Welfare and Academic Career Governance (ILWAC-GM) model is the main novelty of this article. This model integrates five pillars outlined in Table 4 and illustrated in Figure 2. Academic qualifications (Master's/Doctorate), academic positions (Assistant Expert, Lecturer, Senior Lecturer, Professor), and tridharma performance are components managed in the performance and career pillar, while ADCP serves as an instrument in the digital governance pillar.

Table 4. Five Pillars of ILWAC-GM

Pillar	Scope
1. Welfare	Income, social protection, job security, benefits, awards, work environment
2. Performance	Education, research, PKM, publications, guidance, supporting tasks
3. Career	S3, Expert Assistant, Lecturer, Head Lecturer, Professor
4. Digital Governance	SISTER, BKD, Academic Digital Career Passport, verification, audit trail
5. Ethics and Protection	Integrity, professional protection (career certainty, employment contracts, evaluation, dispute resolution), anti-plagiarism, anti-data fabrication, transparency, accountability

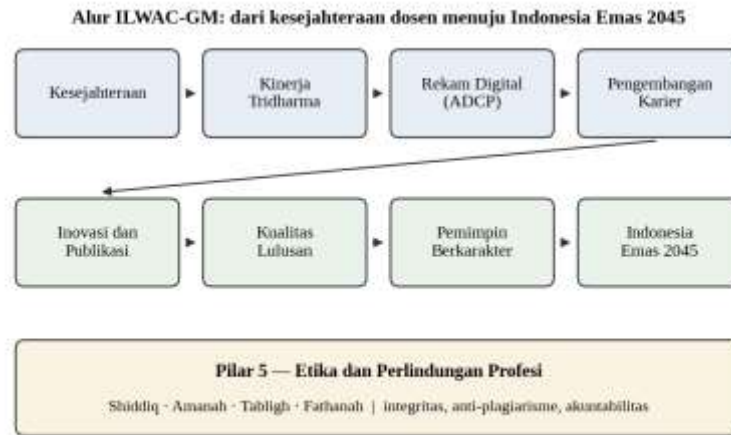


Figure 2. Flow and pillars of ILWAC-GM

This conceptual model positions lecturers at the center of the human resource development ecosystem, not just as learning implementers. Investing in lecturers creates a chain of benefits: welfare → academic focus → research productivity → publications → innovation → student quality → human resource quality → economic and social growth. Therefore, spending on lecturers is not just routine expenditure but an investment in human development. The core formulation of this research innovation is: ILWAC-GM is a lecturer governance model that integrates welfare, tridharma performance, academic rank development, portable digital career records, as well as professional ethics and protection into a single policy ecosystem to support achieving Indonesia Emas 2045.

Dimensions of Islamic Ethics and Values

Education should not only produce workers, but humans capable of leading. The perspective of the Qur'an and Hadith strengthens the ethical foundation of faculty reform. First, QS Al-Mujadilah verse 11:

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Yarfa'illāhul-ladzīna āmanū minkum walladzīna ūtul-'ilma darajāt.

“Allah will raise those who believe among you and those who are given knowledge by several degrees.”

This verse serves as the foundation that knowledge holds a high position. Lecturers are one of the main actors in maintaining, developing, and transmitting knowledge, so appreciation for knowledge needs to be realized through an

education system that values the professionalism of lecturers. Secondly, QS Al-
'Alaq verse 1:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Iqra' bismi rabbikalladzī khalaq.

“Read in the name of your Lord who created.”

This verse emphasizes the importance of reading, learning, researching, and developing knowledge, which in the academic world evolves into a chain of reading → researching → discovering → writing → publishing → serving → producing innovation. Third, QS Al-Qashash verse 26:

إِنَّ خَيْرَ مَنْ آسْتَجَرْتَ الْقَوِيُّ الْأَمِينُ

Inna khaira manista'jartal-qawiyyul-amīn.

“Truly, the best person you can hire to work is someone who is strong and trustworthy.”

Al-qawiyy can be understood as competence and ability, while al-amīn describes trustworthiness and integrity. An ideal lecturer system should consider competence + integrity + welfare + responsibility. Fourth, the hadith about leadership responsibility is narrated in Sahih al-Bukhari and Sahih Muslim.:

كُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ

Kullukum rā'in wa kullukum mas'ūlun 'an ra'iyyatihi.

“Each of you is a leader and each of you will be held accountable for those you lead.”

This principle applies to the government (responsible for policies), university and foundation leaders (governance), lecturers (student education), and students (their learning process). In the context of forming national leaders, education needs to develop four leadership qualities: shiddiq (honest: not falsifying data and not plagiarizing), amanah (responsible: taking care of students, data, and research funds), tabligh (able to convey: teaching well and disseminating research results), and fathanah (smart: researching, solving problems, innovating, and using technology, including artificial intelligence, ethically).

5W+5P Framework and 2026–2045 Roadmap

National reform is formulated within the framework of 5Ws + 5Ps. The 5W elements consist of Welfare, Workload, Work Performance, Work Protection, and Work Career. The 5P elements describe the goals of the reform: lecturers who are Professional, Productive, Portable, Protected, and Principled. Its implementation is planned to be gradual until 2045, as shown in Table 5.

Table 5. Roadmap for Lecturer Reform Towards a Golden Indonesia 2045

Phase	Period	Focus
Foundation	2026–2030	Welfare audits, income transparency, strengthening of BKD and SISTER, integration of career data, protection of professions
Reinforcement	2031–2035	Research incentives, international publications, impactful PKMs, IPR, international collaboration, increasing the number of professors
Integrations	2036–2040	Academic Digital Career Passport, academic record portability, system interoperability, lecturer mobility, global collaboration
Indonesia Gold	2041–2045	Lecturers who are prosperous, productive, with integrity, and globally competitive

CONCLUSION AND RECOMENDATION

Conclusion

Education towards a Golden Indonesia 2045 cannot be separated from lecturer reform. The differences between public and private universities need to be understood based on institutional characteristics, funding sources, employment status, and applicable legal regulations. The minimum wage can be one of the parameters in salary discussions, but it cannot be the only measure of a lecturer's professional value. A lecturer's career should be built continuously from PhD education, academic positions, workload, certification, research, publications, community service, intellectual property, and books, up to becoming a professor, supported by a digital system that ensures these records can be verified and, according to regulations, be taken along when lecturers move institutions.

This article presents ILWAC-GM as a conceptual model that integrates PhD qualifications, academic positions, tridharma, BKD, SISTER, publications, research, PKM, intellectual property rights, KUM, remuneration, and professional protection, with ADCP as its supporting digital tool. The key novelty is the idea that a lecturer's academic record should be portable, verified, and centered on the individual, so changing institutions does not erase the administrative value of legitimate academic achievements. Hence, lecturer reform is not just aimed at increasing income but also at building a productive, transparent, procedurally fair, and sustainable academic ecosystem. Lecturer welfare is not the ultimate goal of education, but one of the foundations for producing outstanding, character-driven Indonesians who can lead Indonesia towards 2045.

Recomendation

Based on that analysis, ten higher education reform agendas are recommended:

1. National lecturer income standard. A national framework on basic income standards that considers qualifications, responsibilities, status, and institutional conditions, along with transparency of private university income structures and compliance audits on salaries according to authority.

2. Reforming university wages. A clear income protection framework while still considering the capacity of the managing body.
3. Recognizing the value of a PhD. Doctoral qualifications are linked to career development and professional recognition.
4. Academic position incentives. Promotions come with proportional professional consequences and rewards.
5. Academic Digital Career Passport. The government develops a system to track academic achievements that can be verified across institutions.
6. Credit score portability. Legitimate and verified work is consistently counted when lecturers move between institutions, with audit mechanisms and duplication prevention.
7. BKD and SISTER reforms. Both are aimed at reducing repetitive administrative work and serving as tools for career development.
8. Research funding and research-PKM integration. Grant access for private university lecturers is expanded based on the quality of proposals and outputs, and research is directed to produce tangible benefits.
9. Professional protection and strengthening professors. Clearer mechanisms for work contracts, evaluations, complaints, and dispute resolution; professors are positioned as knowledge creators, academic mentors, young researcher guides, and scientific leaders.
10. Character education and lecturers as an investment. Every education program strengthens shiddiq, amanah, tabligh, and fathanah, and lecturer welfare is seen as a long-term human development investment, not just an operational cost component.

At the implementation level, the government needs to align lecturer regulations, strengthen lecturer welfare and funding standards for private universities, and integrate academic data. Universities need to create a transparent income structure, link performance with incentives, support research, assist in speeding up academic promotions, and provide professional protection. Lecturers need to improve their qualifications, maintain academic integrity, enhance the quality of publications, produce impactful research, strengthen community service, and use digital systems responsibly.

The limitation of this article lies in its conceptual-normative nature and the illustrative nature of the comparative data. Further research could test ILWAC-GM empirically, for example by surveying the income of lecturers at public and private universities, and by comparing the income of Indonesian lecturers with those in other countries using conversion and purchasing power adjustments.

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