

Implementation Of Talent Management In Higher Education: A Study At UIN Walisongo Semarang With A Mixed Method Approach

JIEMB | 1

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Abstract

The purpose of this study is to explore the talent management process at UIN Walisongo Semarang and to examine policies related to the talent management process. Design/methodology/approach – This study chose a mixed method as the research design. In the qualitative study, there were FGD methods and individual interviews, followed by 10 people selected by purposive sampling. Furthermore, the population was 968 lecturers and staff, while the selected sample had predetermined sample criteria and then distributed a quantitative questionnaire, all carried out at UIN Walisongo.

The research findings of three main themes of talent management: talent attraction; talent development; and talent retention were explored by a qualitative study. The quantitative study examined the level of importance of the three explored talent management processes. Practical implications: This empirical study is one of the first to extend previous research on talent management processes across industries to the higher education sector. This study provides more debate to add more new ideas in educational strategic planning for higher education. This study offers added value to the talent management literature by designing quantitative measures of talent management processes for the education sector. This is because there is a lack of pragmatic evidence regarding talent management processes in the education sector. Furthermore, this study provides a clear and comprehensive outline of existing scientific research on talent management processes.

Keywords: Talent management, talent attraction, talent development, talent retention, and performance.

Introduction

Globalization and the opening of the global market make universities have to compete more and more in attracting talented employees (Taamneh et al., 2022). Because of this, talent management is an important focus in academia and is considered a solution to various organizational challenges (Abeuova & Muratbekova-Touron, 2019; Collings et al., 2011; Beechler & Woodward, 2009). This interest arises because of two things: (1) many

universities face a shortage of qualified academics, and (2) talented academics are essential to improving the quality of research and education, which ultimately strengthens the university's reputation and competitive advantage (Neri & Wilkins, 2019; Al-Sada et al., 2017; Edwards & Smith, 2010).

A. A. Mohammed et al., (2018), Talent management and knowledge management are crucial strategic elements for improving the ranking, competitiveness, and profitability of higher education institutions (Hazelkorn, 2018). Through the identification, development, and retention of talented individuals, colleges can build a competent workforce to support organizational strategies. Meanwhile, knowledge management enables integrated management of information, innovation, and best practices, so that institutions are able to respond more effectively to global competition (Oktavia et al., 2017).

Although there is no standard definition of talent management among academics and practitioners, the core of talent management according to (Cappelli & Keller, 2014) is to make sure "the right people are at the right job at the right time." In the context of higher education, the understanding of academic talent varies greatly between disciplines and countries, making it difficult to form an integrated definition. So far, academic talent has tended to be measured through the quality of research, the number of publications, and the citation of indicators that are now reaping criticism in the Western education world. Meanwhile, other important aspects such as innovation in teaching and lecturers' self-efficacy in student engagement and classroom management are still under-appreciated (Daruka & Pádár, 2019).

Previous studies have generally highlighted talent management in the corporate sector, while studies in universities, especially Islamic universities, are still very limited (Jooss et al., 2021; Aina & Atan, 2020; Meyers et al., 2019; Tafti et al., 2017; Ali et al., 2017; Tatoglu et al., 2016; Mathew, 2015; Skuza et al., 2013). To fill this gap, this research focuses on talent management at UIN Walisongo as a case study. UIN Walisongo was chosen because it has achieved "Excellent" accreditation and has a vision to become a world-class university, so talent management is seen as important to strengthen its position towards international standards.

Theoretically, this research is based on four main perspectives. First, Human Capital Theory which explains that investment in education, training, and competency development will increase the productivity of individuals and organizations. Second, the Resource-Based View (RBV) which places human resources as strategic assets that are valuable, scarce, difficult to replicate, and not easily replaced so that they are able to create sustainable competitive advantages. Third,

the Knowledge-Based View (KBV) which emphasizes the importance of knowledge as the main source of organizational value creation. Fourth, Dynamic Capability Theory which describes the organization's ability to integrate, build, and reconfigure internal competencies to deal with changes in the environment.

Referring to the variation of talent management components in previous research, this study focuses on three main processes: talent attraction, talent development, and talent retention. These three components were used to assess talent management practices at UIN Walisongo because they play an important role in supporting long-term growth and increasing organizational competitiveness through the management of high-potential individuals (A. A. Mohammed et al., 2020; Kamal & Lukman, 2017; Bradley, 2016; Rudhumbu & Maphosa, 2015).

These three dimensions were chosen because they are the core processes in talent management that determine the success of organizations in obtaining, developing, and retaining high-performance human resources. This focus is also in line with the research design that examines the implementation, policies, and level of importance of the three processes at UIN Walisongo Semarang.

Thus, this research is motivated by the need to fill the knowledge gap regarding talent management in the context of Islamic universities, as well as to analyze its contribution in improving organizational performance and productivity at UIN Walisongo Semarang.

This research is expected to contribute to two aspects. From the academic side, the research enriches the literature on talent management in the context of Islamic universities that are still limited. From a practical perspective, the results of the research are expected to be the basis for university leaders in formulating competency-based human resource development policies through talent mapping, succession planning, leadership development, and performance-oriented reward systems. Thus, the implementation of talent management not only supports the improvement of the quality of human resources, but also strengthens the competitiveness of institutions at the national and international levels.

Research on talent management has grown rapidly in the last two decades. Most previous research has focused on the corporate sector, multinational corporations, manufacturing industries, and business organizations that place talent management as a strategy to increase productivity, innovation, and competitive advantage. The results of the study generally show that the practice of *talent attraction*, *talent development*, and *talent retention* has a positive effect on organizational

performance. However, there are still some research *gaps* that require further development.

Based on these various gaps, this study aims to analyze the implementation of talent management through the dimensions of *talent attraction*, *talent development*, and *talent retention* and explain its contribution to improving organizational performance at UIN Walisongo Semarang. This research is expected to enrich the literature on strategic human resource management in the higher education sector as well as become the basis for the formulation of talent management policies within State Islamic Religious Universities.

Literature review

Talent Management by Resource-Based View

Resource-Based View developed by (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024) states that the organization gains a competitive advantage if it has resources that meet the characteristics of Valuable, Rare, Inimitable, and Non-substitutable (VRIN).

In a higher education environment, these resources are not only physical assets but also include lecturers, researchers, education staff, academic networks, organizational culture, and institutional knowledge. Talent management is a strategic mechanism to ensure that organizations are able to identify individuals who have unique competencies so that they become a source of competitive advantage that is difficult for other universities to replicate.

The results of previous research showed that organizations with good talent management practices had a higher level of innovation, research productivity, and service quality than organizations that had not developed a talent management system systematically.

Talent Management according to Knowledge-Based View (KBV)

Knowledge-Based View is a development of the Resource-Based View that places knowledge as the main resource of the organization. In this perspective, the organization is seen as a collection of knowledge that continues to evolve through the learning process of individuals and organizations.

Higher education is a knowledge-intensive organization so that the success of the institution is greatly influenced by the ability to manage the knowledge of lecturers, researchers, and education personnel.

The implementation of talent management allows organizations to create knowledge transfer mechanisms through mentoring, coaching, training, collaborative research, position rotation, and community of

practice. Thus, knowledge does not stop at a specific individual but becomes an organizational asset that can be passed on to the next generation.

Talent Management in the Perspective of Maqāṣid al-Syarī'ah

The implementation of talent management is not only directed at increasing organizational productivity, but also at human flourishing. The talent attraction process reflects the organization's commitment to obtaining human resources who have competence and integrity. Talent development supports the realization of ḥifẓ al-'aql through continuous academic capacity, research, and innovation. Meanwhile, talent retention is a form of protection for the welfare, dignity, and career sustainability of employees in line with the principles of ḥifẓ al-nafs and ḥifẓ al-māl.

Thus, the implementation of talent management at State Islamic Religious Universities is not only oriented towards the achievement of organizational performance indicators, but also on the realization of the benefits of the institution and the entire academic community. The perspective of Maqāṣid al-Syarī'ah expands the meaning of talent management from just a human resource management strategy to an instrument to realize fair, sustainable, and Islamic values-oriented university governance.

Talent Management

Since the mid-1990s, interest in talent management studies has increased rapidly (Cappelli & Keller, 2014). The term talent management became popular after it was introduced by McKinsey in a 1997 report, *The War for Talent*. Subsequently, the concept was explained in more depth by (Michaels et al., 1998) which further strengthened the attention of academics. Since then, talent management has become an interesting topic and has been widely studied by researchers from various fields and sectors.

Talent management is very important for organizations because employees are valuable resources that bring creativity, innovation, and meet the needs of the organization (Bradley, 2016; Kim et al. 2014). Human resources provide great benefits in supporting the sustainability and development of the organization (Hazelkorn, 2018b). The implementation of talent management can improve overall performance through the work ethic, passion, and competitiveness of the organization. In addition, effective talent retention can minimize risks and negative impacts on the organization (Risma Putri Ashari & Mudji Kuswinarno, 2024).

P. Sparrow et al., (2015) explain that the importance of talent management can be understood through the evolution of HR practices

that develop in six stages: single position placement, replacement planning, human resources department, human resource planning, talent management, and strategic talent management.

This stage shows how the focus of HR develops from just position placement to strategic talent management.

Globally, talent management is gaining more attention in various organizations. Before discussing talent management, it is important to understand the meaning of talent itself (A. A. Mohammed et al., 2017). Historically, the term talent comes from the Latin *talant* and the Greek *talanton* which originally referred to a unit of money or weight (Akiko Ueno, 2013; Meyers, M., van Woerkom, M., Dries, 2013). In modern developments, many researchers view talent as an innate ability, which is a person's natural capacity to learn easily, demonstrating skills, intelligence, and creativity. Other researchers emphasize that talent is a major driving factor for organizational success, both in the short and long term (A. Mohammed, 2018).

Talented individuals in the context of human capital are generally understood as high-achieving employees who make significant contributions to the progress and future of the organization (Iles, P., Preece, D. and Chuai, X. (2010) 'Talent Management as a Management Fashion in HRD: Towards a Research Agenda', *Human Resource Development*, 2010). Some researchers such as (Rudhumbu & Maphosa, 2015a) and (P. R. Sparrow & Makram, 2015) emphasize that talented employees are those who are able to add value by increasing organizational productivity. Other characteristics of talent include its useful, unique, and organizational nature (De Vos & Dries, 2013; Gelens et al., 2013; Armstrong, 2009); Macfarlane et al., 2012) adding that talent is seen in leadership qualities, important roles in organizations, and superior behavior. In addition, experience, mastery, knowledge, skills, abilities, and potential for development are also considered indicators of talent (A. A. Mohammed et al., 2017).

Talent management is fundamentally rooted in human resource management, but has a more specific focus on talented individuals (Hughes & Rog, 2008). In the context of higher education, this concept is an important part of strategic HR management because it can improve university performance in the long term (Bradley, 2016; Paisey & Paisey, 2018). This happens when an institution is able to align its organizational strategy with the contribution of its talent (Calo, 2008; Sweem, 2009). Talent management is also seen as a long-term investment because talented individuals become a source of innovation and social progress (Bradley, 2016). In the literature, talent management is understood through six main perspectives (A. A. Mohammed et al., 2017) process,

strategic, development, cultural, competitive, and human resource planning (Li, 2008)

Talent management has evolved through various stages as organizations have grown in awareness of the importance of talented individuals as a determining factor of competitive advantage, which in turn triggers "talent wars." While there is no single definition of talent, the literature points to two main trends: traditional concepts that emphasize high intelligence, and modern concepts that emphasize superior performance, mental abilities, technical and dynamic skills, creativity, and leadership. Diverse views on talent appear in the literature, but researchers agree that talent is a valuable asset for organizations. In the context of talent management, there are six general perspectives, with strategic perspectives considered the most relevant to achieving research objectives.

Talent management has evolved through various stages as organizations have grown in their awareness of the importance of talented individuals in achieving a competitive advantage. Although the definition of talent varies, there are two main trends: traditional concepts that emphasize high intelligence, and modern concepts that emphasize superior performance, mental abilities, technical skills, creativity, and leadership. All researchers agree that talent is an important asset for organizations.

Bethke-Langenegger et al., (2011); Gallardo-Gallardo & Thunnissen, (2016); Li, (2008); A. A. Mohammed et al., (2017); McDonnell & Wiblen, (2020) there are six perspectives of talent management, with the strategic perspective considered the most relevant. The talent management process generally includes five categories: recruitment/selection, training and development, retention, identification, and talent performance management. A review of research from various sectors (2006–2017) provides a thorough understanding of talent management practices. However, this study focuses on three main processes: talent attraction, talent development, and talent retention.

Talent Attraction

In knowledge-based organizations, including higher education institutions, the ability to attract talent is a key factor in success (Bish & Jorgensen, 2016; Kimathi & Mugo, 2015). Higher education organizations rely on the recruitment of experienced staff, but face various challenges such as safety issues, workload, and differences of opinion (Bradley, 2016). To address this, there are three main approaches to attracting talent (Dessler, 2018), work-based approach: Drafting job descriptions and specifications in detail. The disadvantage

is that it is less flexible to changes in tasks, People-based approach: Focuses on individual attitudes and characteristics that suit the needs of the organization and Competency-based approach: Recruits based on relevant knowledge, skills, experience, and personal values. However, its application is sometimes difficult so that organizational goals are not always achieved. These three approaches are used to increase effectiveness in attracting qualified candidates.

Talent attraction consists of two main subvariables: social and organizational excellence. The social sphere includes support in difficult times, social innovation, and work-life balance. Organizations can attract more talent by providing social support in important areas, such as for working mothers or employees experiencing financial difficulties (Southgate & Mondo, 2017). The trend of a family-friendly workplace is also gaining momentum, with work-life balance understood as the ability of employees to balance personal and work needs. Additionally, factors such as social relationships with coworkers, lifestyle opportunities, and suitable work locations can increase the attractiveness of the organization as it helps employees maintain a work-life balance and ultimately increase productivity (Kimathi & Mugo, 2015)

Organizational excellence is seen as the main driver of the achievement of strategic and operational goals (Aladwan & Forrester, 2016; Rookhandeh & Ahmadi, 2016). Superior organizations implement total quality-based management throughout internal processes so as to attract quality individuals (Li, 2008; Moayedi & Vaseghi, 2016). Qualitative studies show that several factors contribute to the ability of higher education institutions to attract new talent, namely talent imaging, organizational reputation, organizational culture and climate, and work environment.

Talent branding plays an important role in attracting and managing talent through strengthening an organization's identity, loyalty, and culture (Li, 2008; Moayedi & Vaseghi, 2016; Suseno & Pinnington, 2017). The success of organizational branding is influenced by the availability of recruitment resources as well as the selection of the right channels to find suitable candidates. To excel in the competition for talent, organizations need to implement the right recruitment strategy, adhere to ethical principles at every stage, and build a strong reputation in the labor market (Dessler, 2013; Li, 2008; Oduor et al., 2017; Tiwari & Lenka, 2015). In general, there are two main strategies for recruiting talent according to various literatures.

Organizations that have excellence in their activities can build a positive reputation, which helps attract talented individuals (Irshad et al. 2014; Kangethe et al., 2014; Escala et al., 2012; Suseno & Pinnington,

2017). This view is supported by Cruz-Castro et al., (2016); Oddbjornsson, O., Crewe, A.J., Taylor, C.A., & Steer, A. (2018), institutional reputation and ranking are important elements in attracting talent. In addition, a conducive organizational climate, a work culture that supports innovation, and a healthy and safe work environment are also determining factors (Kangethe et al., 2014; Schlechter et al., 2014; Dessler, 2013). Aspects such as occupational health, low stress, autonomy, job security, and job satisfaction also play a big role in attracting quality employees into the organization (Rijal & Rijal, 2023; Kimathi & Mugo, 2015; Schlechter et al., 2014).

Talent attraction is a key factor of success in various sectors, especially higher education. In educational institutions, talent attraction depends on social qualities and organizational excellence. These two aspects are important because they form a relationship between talent attraction and knowledge management processes within educational institutions.

Talent Development

In fierce business competition, organizations need to develop employee talent so that they can quickly become more productive (Hedström & Malmgren, 2016). Talent development is an important part of staffing management and is a measure of an organization's success in upskilling highly qualified staff (Berrell et al., 2008; Moayedhi & Vaseghi, 2016). Talent is seen as a strategic resource that provides differentiation and continuous competitive advantage.

In the context of higher education, talent development not only improves organizational performance, but also helps retain high-performing employees (Daruka & Pádár, 2019). This has an impact on improving university rankings and profits (Hazelkorn, 2017). Talented employees contribute greatly through student recruitment, professional teaching, high-quality research, as well as the acquisition of research funding, all of which have a positive effect on university performance (Bradley, 2016; Hazelkorn, 2017).

Talent development consists of three main elements: Performance Management Serves to bridge the gap between current employee performance and expected performance (Al Ariss et al., 2014; Jyoti & Dev, 2015). Involves evaluation of talent competencies as well as identification of training needs (AlKerdawy, 2016; Lyria, 2014) and Organizations need to provide the right development strategies to improve employees' competencies, motivation, and careers (Nyaribo Cyprian Mose, 2016). Talent Development focuses on learning and skill development, the challenge is that skills from outside the organization are often difficult to

transfer (Meyers, M., van Woerkom, M., Dries, 2013; Moayed & Vaseghi, 2016). Internal job rotation, training, mentoring, and online and face-to-face learning are important strategies (Cooke et al., 2014; Tatoglu et al., 2016) and Organizations also provide career development opportunities to support talent growth (Thunnissen, 2015; Chami-Malaeb & Garavan, 2013) Leadership Development Key elements to achieve organizational sustainability (Daruka & Pádár, 2019). Involves coaching, multi-resource feedback, challenging assignments, mentoring, international rotations, formal programs, and succession planning (Chami-Malaeb & Garavan, 2013). Provides opportunities for talent in functional planning programs, particularly in academic organizations (Bradley, 2016). Without good leadership training, employee development can be hampered and leadership development programs equip leaders with essential competencies to be effective (Chami-Malaeb & Garavan, 2013; Dalakoura, 2010)

Talent development is an important factor for maintaining competitiveness, including in the higher education sector. These efforts help maintain quality human resources and improve the university's reputation and profitability. In academic institutions, talent development depends on performance management, talent coaching, and leadership development.

Talent Retention

Talent retention is an important process to help organizations maintain a competitive advantage (Smith et al., 2018). The focus is on keeping talented employees employed in the organization (AlKerdawy, 2016) In the higher education sector, talent retention is a major challenge due to the increasingly fierce inter-institutional competition and wide job opportunities for academics (Bradley, 2016; Robyn & du Preez, 2013; Salau et al., 2016). Talent retention aims to retain a high-value workforce that can drive organizational growth and success (Bradley, 2016; Salau et al., 2016). This retention is built through five key aspects: comparison, job satisfaction, non-financial rewards, employee empowerment, and employee motivation.

Benchmarking is an important tool for setting organizational goals by learning from external standards and the best practices of other organizations. In Australia, benchmarking is receiving great attention especially in higher education, as it is considered effective for retaining talented staff by assessing the retention strategies of the best performing institutions. In the higher education sector, there are several types of benchmarking: internal (comparing inter-divisions within a single university), competitive (with specific peer universities), sectoral (with all universities in one country), and strategic (with overseas

universities). In addition, competitive compensation is seen as a key factor for retaining a highly qualified workforce, so organizations need to have a robust benchmarking system in place to ensure their competitiveness in terms of staff retention (Bhattacharya, 2015); Lyria, 2014; Moayedhi & Vaseghi, 2016a).

Job satisfaction, as an important subvariable in talent retention, began to receive scientific attention since the late 1930s. Job satisfaction reflects employees' positive emotional attitudes toward work and plays a major role in helping higher education institutions retain experienced staff and achieve competitive advantage (Alvionita & Marhalinda, 2024). Factors that influence it include work environment and conditions, relationships with superiors, and career opportunities. A good work environment increases job satisfaction and has an impact on improving individual and organizational performance. Thus, high job satisfaction in academic talent indicates the success of the retention strategy implemented by the organization (Alvionita & Marhalinda, 2024).

Non-financial awards play an important role in retaining talented staff as they are able to increase engagement, productive time, and overall productivity (Bhatnagar, 2007). Various studies show that these kinds of awards increase the retention of highly qualified employees, especially in higher education organizations (Robyn & du Preez, 2013). Non-financial awards include certifications, recognition, awards, self-development opportunities, attractive jobs, flexibility, participation in decision-making, promotions, and external education funding (Belleflamme & Jacquemin, 2014).

Employee empowerment is an important component of talent retention. Since the 1990s, A. A. Mohammed et al., (2020) various studies have emphasized that empowerment increases employee motivation, satisfaction, and loyalty. By providing responsibility, authority, and opportunities to be creative and involved in decision-making, organizations can retain quality employees for the long term (Hartadi & Wening, 2025). In the academic environment, empowerment also helps retain talented staff. Overall, employee empowerment is a process that values employees and increases their self-efficacy thereby supporting organizational productivity (Bhatnagar, 2007).

Employee motivation is an important subvariable in talent retention. Meaningful jobs, professional development opportunities, and a supportive learning environment are key factors in retaining talented employees (Anwar et al., 2014) including in higher education institutions. Organizations need to provide adequate financial rewards and career advancement opportunities for highly qualified individuals (Gakure,

2013). These growth opportunities play a major role in maintaining talent commitment and retention in the long term (Urme, 2023).

The review confirms that talent retention is a key focus in talent management because it plays an important role in maintaining a competitive advantage, especially in educational organizations. Talent retention is influenced by comparison, job satisfaction, empowerment, motivation, and non-financial rewards. Overall, the talent management literature shows that the most common practices across various sectors include attracting, developing, and retaining talent—findings that are in line with the results of this study's qualitative study.

Employee Performance

Performance basically refers to the work results that a person achieves according to a set goal, standard, or criteria, but experts highlight different aspects. Wilkinson et al., (2010) emphasize that performance includes behaviors and outcomes, where behavior is a tangible action that can be assessed separately from results. Agustina, (2019) sees performance as a process that encourages managers to take appropriate actions to ensure the effectiveness and efficiency of the organization in the future. (2022) defines performance as the overall outcome of a person over a certain period compared to a standard or target. Kell & Motowidlo, (2012) states performance as the total value that an organization expects from a person's behavior. Ricky Saputra et al., (2024) emphasizes performance as the ability and skills of employees to complete work well. Colquitt et al., (2009) defines performance as work behavior that employees perform to achieve organizational goals. In summary, performance is work outcomes and behaviors that demonstrate a person's ability to meet standards and support the achievement of organizational goals.

Employee performance is the result of a person's work, both in terms of quantity and quality, in carrying out tasks according to their responsibilities and contribution to the organization. Performance reflects tangible results that are influenced by skills, experience, seriousness, and time spent. Overall, employee performance shows the success of individuals in utilizing knowledge, skills, and the ability to work effectively to achieve organizational goals.

Macky & Boxall, (2007) high-performance work system is an HR practice designed to improve employee knowledge, skills, commitment, and performance, so that employees become a source of competitive advantage. This system helps organizations develop and utilize human resources effectively and efficiently, which ultimately improves employee performance (Fu et al., 2019).

Employee performance is a real work behavior that is multidimensional. According to Sihombing & Batoebara, (2019)

employee performance can be measured through four indicators: work quality, which is the level of accuracy and conformity of results with standards; work quantity, which is the amount of work completed in a certain time; punctuality, which is the ability to complete tasks according to deadlines; and low errors, which is the ability to work accurately with minimal errors.

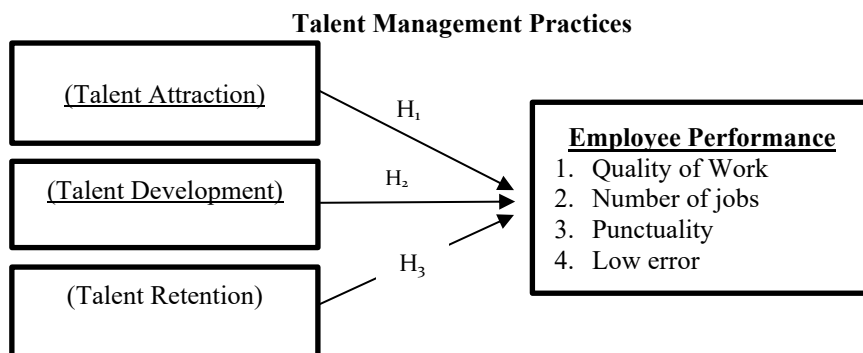
As for the first hypothesis that talent attraction has a significant effect on employee performance, this is in accordance with previous research by Ndolo et al., (2017) evaluating the influence of talent management practices on employee performance. They show a significant positive effect of talent management practices including talent development, career development & work-life balance on employee performance. On the other hand, Dixit & Arrawatia, (2018) also mentioned the positive effects of talent management practices on employee performance and job satisfaction. In addition (Mangusho et al., 2015) also mentioned that talent management practices affect employee performance. Pahos & Galanaki, (2019) emphasized that recruitment and selection can be a technique to improve the performance of individual employees through the introduction of talented individuals and provide opportunities to excel in the organization. They also established a positive relationship between staffing practices (recruitment & selection) and employee performance. Meanwhile, Rahmany, (2018) used a deductive approach to assess the influence of the recruitment & selection process on employee performance. The results confirmed the positive relationship between recruitment, selection and employee performance. Jolaosho et al., (2018) conducted a survey study to examine the influence of recruitment and selection on employee performance. They revealed the positive impact of recruitment and selection on employee performance. They further concluded that recruitment and selection are more important for attracting competent employees who can perform better in the future to achieve organizational goals.

The second hypothesis that talent development has a significant effect on employee performance is in accordance with the research of Muzaffar Zargar & Gani, (2025) which aims to explore and explore the relationship between talent development and employee performance as well as the important mediating function of well-being in the workplace. The results of the study show that talent development has a direct effect on employee performance, and welfare can mediate the relationship between talent development and employee performance. In the context of higher education, a study by Iorgema, (2021) examined the influence of talent development on employee performance. Research focused on

talent development at Benue Makurdi State University using survey and questionnaire design was used as a data collection instrument. The population of this study consisted of 1,974 staff. The findings of the study showed that talent development (career, coaching, and mentoring) significantly affected employee performance at Benue State University.

The third hypothesis that retaining talent (Talent Retention) has a significant effect on employee performance, according to Hauskenckt et al., (2009), retaining talented and high-performing employees has an impact on financial and operational performance due to their knowledge and qualifications.

Talent Management practices according to A. A. Mohammed et al., (2020) include three main components, namely: talent attraction, talent development, and talent retention. The three elements in talent management collectively contribute to improving employee performance. In addition, the three components of talent management support each other in creating a work environment that encourages employees to show optimal performance. Therefore, the better talent management in an organization, the better the performance of its employees. Bethke-Langenegger et al., (2011) emphasized that an integrated talent management strategy can improve individual and collective performance through empowerment and providing opportunities for employees to grow and contribute optimally. Thus, talent management practices include: talent attraction, talent development, and talent retention are important parts of the strategy to improve employee performance and the organization as a whole. Based on the research variables, the conceptual model can be described as follows.



Research methods

This study uses mixed methods, which is a combination of quantitative and qualitative methods to obtain a more comprehensive understanding. The design used is an explanatory sequential design, where the research begins with the collection of quantitative data, then

the results are explained or completed through the collection of qualitative data ((Creswell & Creswell, 2018).

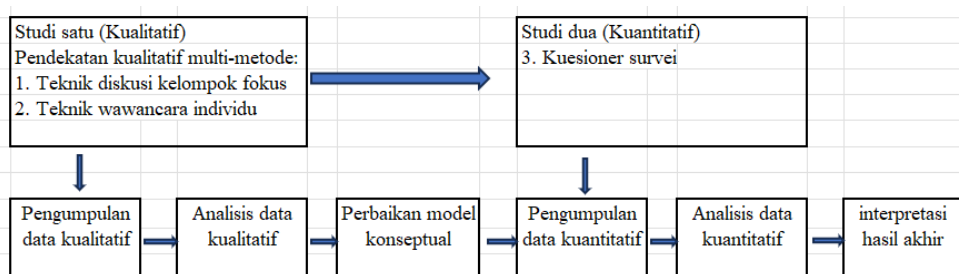
A qualitative approach is used to explore the implementation of talent management at UIN Walisongo, while a quantitative approach is used to assess priorities in the implementation of talent management in universities. Talent management is needed to improve organizational performance and productivity.

This study uses primary data and secondary data. Primary data was obtained through interviews and questionnaires to 690 employees (teaching staff) of UIN Walisongo Semarang. With the Slovin formula, a sample of 108 employees with a working period of more than 5 years was obtained, selected through purposive random sampling. Secondary data were obtained from literature, journals, and media.

Data collection was conducted through an online survey using Google Form with a structured questionnaire developed based on scales and previous research that has been tested for validity and reliability. The questionnaire measured variables of talent management practices (attraction, retention, talent development) and employee performance. All items used a Likert scale of 1–5, from "strongly disagree" to "strongly agree."

This research begins with the collection and analysis of qualitative data, then continues with the collection and analysis of quantitative data (Creswell & Creswell, 2018) (Cameron, 2009) (Mauceri, 2014) . This strategy allows researchers to understand the conditions of phenomena in depth at the qualitative stage and produce inputs that are then tested more broadly at the quantitative stage (Creswell & Creswell, 2018) (Bentahar & Cameron, 2015); (Johnson & Onwuegbuzie, 2004)

Figure 1. Research Methods



Study 1 (qualitative) was conducted to explain the talent management process—including talent attraction, development, and

retention—and to examine policies related to the process at UIN Walisongo Semarang.

The quantitative phase follows the qualitative phase and is developed based on qualitative findings. The survey questionnaire is used to research UIN Walisongo's policies related to talent management. The research then discusses the results of both phases, qualitative and quantitative.

This research was conducted at UIN Walisongo Semarang and used mixed methods. The research began with quantitative data collection, then was supplemented with qualitative data through interviews to explore the implementation of talent management in the university. The research continued with quantitative processing through the distribution of questionnaires to education staff and lecturers of UIN Walisongo Semarang. The questionnaire was distributed directly and through Google Form to increase response. The survey was conducted on June 2-11, 2025 with a sample of 100 respondents.

The researcher conducted interviews with 8 Generation Z informants who have at least 5 years of work experience, online or offline on June 10, 2023 – June 13, 2025. The interviews generated valuable ideas about talent management at UIN Walisongo Semarang, which were analyzed in three main themes: talent attraction, talent development, and talent retention, then analyzed thematically.

Results and discussion

Talent Attraction

The results show that UIN Walisongo already has a fairly good recruitment system through a competency-based selection process. The reputation of the institution is the main attraction for prospective lecturers and education staff.

These findings are in line with previous research that shows the positive influence of talent management practices—including talent development, career, work-balance, recruitment, and selection—on employee performance and job satisfaction (GOMATHY, 2022). Overall, effective recruitment and selection practices attract competent employees who can improve the organization's future performance.

Table 1. Hypothesis Test
Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
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	B	Std. Error	Beta		
1 (Constant)	36.854	2.936		12.554	.000
Talent Attraction	-.026	.315	-.010	-.081	.935
Talent Development	.022	.135	.025	.162	.871
Talent Retention	.953	.255	.488	3.734	.000

a. Dependent Variable: Employee Performance

Talent Development

The results of the study show that talent development has a very weak influence on employee performance at UIN Walisongo Semarang, because talent development practices have been running well since the recruitment stage through further education, workshops, training, competency development and leadership programs.

These findings are in line with previous studies that show that talent development can affect performance directly and through the mediation of employee well-being, as well as play a significant role in the university context (Iorgema, 2021).

Table 2. Hypothesis Test
Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.854	2.936		12.554	.000
	Talent Attraction	-.026	.315	-.010	-.081	.935
	Talent Development	.022	.135	.025	.162	.871
	Talent Retention	.953	.255	.488	3.734	.000

a. Dependent Variable: Employee Performance

Talent Retention

The results of the study show that talent retention has a very strong influence on employee performance at UIN Walisongo Semarang. These findings are in line with previous research that emphasized that retention through compensation, rewards, and skill development encourages high performance and supports organizational goals (Alshehri et al., 2024). Overall, talent retention and employee performance have a positive and significant relationship.

Table 3. Hypothesis Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	36.854	2.936		12.554	.000
Talent Attraction	-.026	.315	-.010	-.081	.935
Talent Development	.022	.135	.025	.162	.871
Talent Retention	.953	.255	.488	3.734	.000

a. Dependent Variable: Employee Performance

Validity test, Variable Reliability

This validity test aims to find out the indicators of the questionnaire whether it is valid or not, to find out it can be done by examining the significance by using a factor analysis test, it is said to be valid if the Bartlett test of sphericity is significant and the KMO/MSA is above > 0.50 and with a factor criterion > 0.40.

Based on the analysis, it can be seen that all variables in this study have met and exceeded the standard and factor analysis can be carried out, because the KMO is above 0.50 and the Bartlett test of sphericity is also significant at 0.05 (sig > 0.05). And it can be seen through the loading factor of each indicator in each variable, and can be said to be valid because it has met the criteria with a loading factor above 0.40. Meanwhile, the Reliability test is to measure the consistency of the construct or research variable. To measure the reliability test, it is carried out using the Cronbach Alpha (α) statistical test. A construct or variable is said to be reliable if it gives a value of the Alpha coefficient greater than 0.60.

Based on the analysis, it can be seen that all variables in this study have met and exceeded the standard and factor analysis can be carried out, because the Cronbach Alpha value is above 0.60, so the research instrument is reliable.

Table .6 KMO

Variabel	KMO		Keterangan
	Kriteria	Hasil	
Daya Tarik Bakat (X ₁)	>0,50	0,777	Sampel Cukup
Pengembangan Bakat (X ₂)	>0,50	0,701	Sampel Cukup
Retensi Bakat (X ₃)	>0,50	0,751	Sampel Cukup
Kinerja Pegawai (Y)	>0,50	0,808	Sampel Cukup

Table. 5 Validity Test (loading factor)

Variabel	Loading Factor		Keterangan
	Kriteria	Hasil	
Daya Tarik Bakat (X ₁)	>0,40	0,839	Valid
Pengembangan Bakat (X ₂)	>0,40	0,903	Valid
Retensi Bakat (X ₃)	>0,40	0,893	Valid
Kinerja Pegawai (Y)	>0,40	0,622	Valid

Tabel 5. Uji Reabilitas

Variabel	Cronbach Alpha		Keterangan
	Kriteria	Hasil	
Daya Tarik Bakat (X ₁)	>0,60	0,706	Reliable
Pengembangan Bakat (X ₂)	>0,60	0,629	Reliable
Retensi Bakat (X ₃)	>0,60	0,639	Reliable
Kinerja Pegawai (Y)	>0,60	0,774	Reliable

Talent Management Policy at UIN Walisongo Semarang.

The first key theme is talent attraction, where UIN Walisongo focuses on attracting talented staff because of its influence on the achievement of organizational goals and institutional growth. The results of the interviews show two main subthemes: the social domain and organizational excellence.

The results of the qualitative phase show that the social domains include support in difficult times, social innovation, and work-life balance. These findings support previous research that emphasized that social support and ideal working conditions are important factors in attracting talented employees (Southgate & Mondo, 2017; Lyria, 2014)

The subthemes of organizational excellence include talent imaging, reputation, culture, climate, and work environment, which are important for UIN Walisongo to attract talented individuals. These findings are in line with previous research that emphasized that talent branding helps organizations manage talent through identity, loyalty, culture, and attracting talented individuals (Bothra, 2024; Moayedi & Vaseghi, 2016)

The second key theme is talent development. The results of the interviews show that UIN Walisongo staff want to develop their talents, but face challenges such as the limitations of talent management experts. The talent development process includes three elements: performance management, talent coaching, and leadership development, in line with the findings Lyria, (2014) on the Nairobi Stock Exchange.

Performance management is the main focus of UIN Walisongo in developing talent. The main elements include the right development strategy, identification of training needs, and analysis of skills gaps. This approach aims to improve the competence, motivation, and career development of staff, in line with previous findings (AlKerdawy, 2016; Lyria, 2014).

Talent development is the main process in talent development at UIN Walisongo, including career development programs (job rotation), learning orientation, training, mentoring, and other development opportunities. This approach improves staff skills and knowledge, in line with previous findings (AlKerdawy, 2016; Garavan et al., 2012; Lyria, 2014a).

Talent retention, as the third key theme, shows that UIN Walisongo strives to retain high-performing academic and professional staff. This retention involves five main variables: comparison, job satisfaction, non-monetary rewards, employee empowerment, and employee motivation. These findings are in line with research Lyria, (2014) specifically related to employee motivation and non-monetary rewards.

Overall, the study confirms that attracting, developing, and retaining talent is an important strategic element for the success and growth of universities (Lyria, 2014; Rudhumbu & Maphosa, 2015). Talent management practices help organizations achieve strategic goals, meet basic needs, and prepare the foundation for the implementation of business strategies (Rudhumbu & Maphosa, 2015) (A. Mohammed, 2018; Lyria, 2014). Qualitative findings support talent management theories that emphasize human capital as a strategic resource, as well as resource-based theories that emphasize talented staff as a rare asset to achieve competitive advantage (A. Mohammed, 2018; Bhatnagar, 2007)

The policy implementation stage is very important because it determines the success of the implementation of decisions; without good implementation, the policy will be meaningless even if it has been decided.

The Talent Management Policy is regulated in PAN Ministerial Regulation Number 3 of 2020, which is a rule and practice to attract, develop, engage, and retain valuable employees for the organization (Gorda & Adriati, 2022)

The results of the interviews with the leaders of UIN Walisongo Semarang show that talent management policies include: estimating the needs of the future workforce, creating a positive work environment, providing skills development opportunities, periodic performance evaluations with feedback, attracting qualified candidates, and developing a valuable employee retention strategy.

Conclusion

Based on the results of the research and discussion that I have done, I can draw the following conclusions:

1. Overall, it shows that talent attraction is a process in implementing talent management within UIN Walisongo Semarang. Good working conditions are necessary for the formation of a work-life balance of employees, in addition to enriching work which is a foundation in the career advancement of an employee, both of these things are very important to attract talented individuals. In general, talent coaching, identification of training needs, and the right development strategy are important to develop talented individuals at UIN Walisongo Semarang. In addition, it is also very important that UIN Walisongo Semarang's ability to identify the competencies needed to develop the main talents of each employee.

Awards as a talent retention process are very important. This can be achieved through UIN Walisongo Semarang's ability to use various methods to reward and satisfy its employees. In general, work motivation, professional progress, and supportive work environment seem to be the keys to retaining talented employees. Therefore, UIN Walisongo Semarang must ensure that talented individuals feel satisfied and motivated through appropriate remuneration in all respects. Overall, as shown above, talent retention must be implemented within UIN Walisongo Semarang. They assume that competitive compensation, employee empowerment, and employee motivation are essential to retain talented individuals.

2. Talent Management Policy is regulated in the Regulation of the Minister of State Apparatus Empowerment Number 3 of 2020 concerning Talent Management. Talent management policy is a series of rules and practices designed to attract, develop, engage, and retain valuable employees for an organization.

The policies related to talent management within UIN Walisongo Semarang are as follows: estimating future workforce needs to ensure the organization has sufficient resources, creating a positive work environment and encouraging employees to feel engaged and motivated, providing opportunities for employees to develop their skills and knowledge, conducting regular performance evaluations and providing constructive feedback to employees, attracting qualified candidates to fill the required positions, and creating strategies to retain valuable employees.

3. *Talent attraction*, *Talent development* has a weak influence on employee performance, so these two variables have been embedded in employees since the beginning of recruitment. On the other hand, *talent retention* has a very strong influence on employee performance, so UIN Walisongo Semarang must be able to make policies related to talent retention/retaining talent owned by employees.

This research has several limitations that need to be considered in interpreting the research results. First, the research was carried out at only one university, namely UIN Walisongo Semarang, so that specific organizational characteristics, work culture, and human resource management policies can limit the generalization of research results to other universities and public sector organizations that have different characteristics.

Second, this study focuses on the analysis of the three main dimensions of talent management, namely talent attraction, talent development, and talent retention. Therefore, other variables that have the potential to affect organizational performance, such as transformational leadership, organizational culture, employee engagement, job satisfaction, organizational commitment, and digital transformation, have not been accommodated in the research model.

Third, the research uses a quantitative approach with a cross-sectional design, so that data is obtained in a certain time period. This approach has not been able to describe the dynamics of talent management implementation and changes in organizational performance in the long term.

Fourth, data collection was carried out through a questionnaire based on respondent perception (self-reported questionnaire). Even though the instrument has met the criteria for validity and reliability, the possibility of common method bias and respondent subjectivity cannot be completely eliminated.

Taking into account these limitations, the results of this research are expected to continue to make an empirical contribution to the

development of talent management studies in higher education, as well as become the basis for future research to develop a more comprehensive model, use a broader research object, and apply longitudinal design or mixed methods approaches to gain a deeper understanding of the implementation of talent management and its influence on organizational performance.

Based on the results and limitations of the research, the next research is expected to develop a talent management study by expanding the research objects in various universities, both State Islamic Religious Universities (PTKIN), state universities, and private universities, so as to allow comparisons of the implementation of talent management on various organizational characteristics.

Future research is also recommended to develop a research model by including other variables that have the potential to affect the relationship between talent management and organizational performance, such as transformational leadership, organizational culture, employee engagement, job satisfaction, organizational commitment, organizational innovation, and digital transformation. Testing the role of mediation and moderation variables is expected to provide a more comprehensive understanding of the mechanism of influence of talent management on organizational performance.

In addition, the use of longitudinal research designs needs to be considered to observe changes in the implementation of talent management and its impact on organizational performance in the long term. A mixed methods approach that combines quantitative and qualitative methods can also be used to gain a deeper understanding of the process of implementing talent management policies, the challenges faced by organizations, and the factors that support their success.

In the context of higher education, further research can be directed to the development of talent management models that are integrated with merit systems, talent mapping, talent pools, succession planning, and digital-based human resource management information systems. The study is expected to produce an adaptive, sustainable talent management implementation model that is able to support the improvement of organizational performance and the competitiveness of universities at the national and international levels.

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