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Article Research

Strategies to Improve The Performance of Private University Employees in South Tangerang with Importance Performance Analysis

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Abstract: Private Universities (PTS) play an important role in the provision of competitive higher education services, but face challenges in ensuring that the performance of human resources (HR) remains optimal to meet the demands of service quality, accreditation, and stakeholder expectations. The main problem that arises is the gap between the performance attributes that employees consider important and the actual perceived performance, which has an impact on motivation, work effectiveness, and institutional competitiveness. This study aims to diagnose employee performance attributes at PTS by focusing on identifying priority attributes, measuring the gap between the level of importance and performance, and formulating performance improvement strategies that can be implemented practically by management. The method used is Importance–Performance Analysis (IPA) with 20 attributes that are evaluated through two dimensions: importance and performance. The results showed that the attribute of reward for work performance (MT4) was in Quadrant I, indicating high importance but low performance so that it required immediate intervention. Meanwhile, the attributes of leadership, discipline, and communication are in Quadrant II as organizational strengths that need to be maintained. These findings indicate the need to strengthen the reward system, leadership appreciation practices, and motivation strategies based on recognition and development. In conclusion, IPA is able to provide an evidence-based overview of priorities that help private universities effectively allocate resources to improve human resource performance and strengthen institutional competitive advantage.

Keywords: Employee Performance; Higher Education Management; Importance–Performance Analysis; Motivation; Organizational Leadership.

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1. Introduction

Private Universities (PTS) play a strategic role in providing higher education services in Indonesia, but face increasing competitive pressure in terms of academic quality, accreditation, and the expectations of stakeholders such as students, parents, industry, and the government. In this context, the object of this research focuses on the performance of human resources (HR) at PTS, consisting of administrative staff, academic support staff, and service staff. Human resource performance is a determining factor that affects service quality, student satisfaction, and overall institutional competitiveness (Masduki, 2019). Various efforts have been made in the past to improve employee performance in educational institutions, including the implementation of knowledge management, strengthening organizational culture, continuous training, transformational leadership, and reward systems (Hartati et al., 2018; Bass & Riggio, 2006).

While these methods have proven effective in a variety of contexts, each has its advantages and disadvantages. Strengthening organizational culture and knowledge management can strengthen long-term foundations, but their implementation requires significant time and resources. Training and reward systems can provide faster results but require a significant

cost allocation. Meanwhile, conventional survey-based evaluations only show general perceptions without providing clear performance priorities. Importance–Performance Analysis (IPA), introduced by Martilla and James (1977), offers a more structured approach by mapping attributes based on their importance and performance. This technique has been used in various contexts of service and higher education (Wu et al., 2023), but its application in diagnosing the internal performance of PTS employees is still limited, especially in institutions with limited resources such as PTS in South Tangerang.

Based on these gaps, the research problems identified are: (1) there is no comprehensive mapping of employee performance attributes that show improvement priorities based on the perception of interests and performance; (2) lack of empirical data showing the gap between attributes that are considered important and the realization of their performance; and (3) the lack of a performance improvement strategy framework that is directed in a targeted manner based on empirical findings. To answer this problem, this study proposes the use of Importance–Performance Analysis as the main diagnostic approach to identify critical performance attributes and develop performance improvement strategies that can be implemented practically by PTS management.

Contributions to this research include:

a) theoretical contributions through the development of understanding of the application of IPA analysis in the internal context of higher education;
b) methodological contribution through the preparation of analytical flows that can be replicated in similar institutions;
c) practical contributions in the form of evidence-based improvement strategy recommendations in accordance with the limited resources of private universities; and
d) empirical contribution in the form of data findings describing the current performance condition of employees of one of the private universities in South Tangerang.

The structure of this article is as follows. Part 2 discusses the literature review and related research. Part 3 describes the research methods and procedures, including the measurement scale and the steps of the IPA analysis analysis. Part 4 presents the results of the research and discussion. Section 5 provides a comparison with previous research. Section 6 presents the conclusions and implications of the research, as well as suggestions for further research.

2. Preliminaries or Related Work or Literature Review

The literature review in this study combines performance management theory, motivation, leadership, and a study on the use of Importance–Performance Analysis (IPA) in the higher education sector. This section contains state-of-the-art analysis by discussing relevant previous studies regarding research objects, performance analysis methods, and strategies for improving human resource performance. In addition, this section outlines research gaps that show significant differences between this study and previous literature.

2.1. Employee Performance in Higher Education Institutions

Employee performance is a fundamental element in ensuring the sustainability of service quality in higher education institutions. In the context of Private Universities (PTS), the performance of human resources is becoming increasingly important due to fierce competition in competing for students, maintaining accreditation, and improving the reputation of the institution. A number of studies show that the improvement of human resource performance is directly proportional to the quality of educational services, student satisfaction, and institutional resilience in the face of competition (Masduki, 2019).

Studies have identified key factors that affect employee performance, including motivation, organizational culture, internal communication, leadership, and talent management. Hartati et al. (2018) found that strengthening organizational culture and the implementation of knowledge management has a significant influence on improving the performance of private university employees. Meanwhile, Bass and Riggio (2006) emphasized that transformational leadership styles are able to significantly increase employee commitment, innovation, and productivity, especially in knowledge-based organizations such as universities.

However, most previous research has focused more on testing the relationship between variables (e.g., between organizational culture and performance), but has not systematically mapped the most important performance attributes from an employee's perspective, let alone assessed their compatibility with actual performance. This is where the research gap lies which is the basis for the development of this research.

This study offers a different approach by not only evaluating the factors that affect employee performance, but also diagnosing improvement priorities based on an analysis of the gap between the importance level of performance attributes and their performance. This approach provides a more operational and contextual view for policymakers in private universities, especially those with limited resources.

2.2. Importance–Performance Analysis (IPA) in Higher Education Performance Assessment

Importance–Performance Analysis (IPA) is a method that maps service attributes based on importance and performance. This method was introduced by Martilla and James (1977) as a tool to help decision-makers identify areas that need priority improvement. IPA has been widely used in the marketing, quality management, and public service sectors.

In the world of higher education, IPA analysis is increasingly popular to assess student satisfaction with academic services, campus facilities, and administrative services (Wu et al., 2023). Some studies apply IPA to identify service attributes that should be maintained and that should be improved. However, the application of IPA to analyze employee internal performance is still very rare, especially in the context of Indonesian private universities.

Most studies focus only on student satisfaction, not on the performance of internal human resources. In addition, HR-related research usually only evaluates the relationship between variables without providing a concrete framework for improvement priorities. Thus, there is a state-of-the-art gap in the use of IPA analysis to improve the effectiveness of HR management in universities.

This research fills this gap by using IPA analysis to:

a) mapping employee performance attributes based on importance and performance levels;
b) identifying high importance–low performance attributes as top priorities; and
c) provide strategic recommendations that can be directly implemented by the management of private universities.

By integrating motivation, leadership, organizational communication, and work culture theories with IPA analysis analysis, this study produces a performance diagnosis model that is more applicable and comprehensive than previous studies.

3. Proposed Method

This study uses a quantitative approach with the Importance–Performance Analysis (IPA) method to diagnose employee performance attributes and determine the priority of performance improvement strategies at PTS. According to the flow in the diagram (Figure 1), the research begins with the process of entering survey data and identifying variables that measure the importance and actual performance level of each attribute. The survey instrument is then tested through validity and reliability tests to ensure that all indicators used are accurate and consistent; If there are indicators that do not meet the criteria, revisions to the questionnaire are made as shown in the diagram stage. After all indicators are declared valid and reliable, the importance and performance values, the gap between the two (gap), and the calculation of the weighted factor (WF) and weighted score (WS) are calculated to see the contribution of each attribute in the performance structure. Furthermore, all attributes are mapped into four IPA quadrants—Concentrate Here, Keep Up the Good Work, Low Priority, and Possible Overkill—so that priority strategies can be formulated systematically. The entire series is described in a structured flowchart in Figure 1 which shows the logical relationship between data input, instrument validation, IPA analysis analysis process, and the final stage in the form of preparing recommendations to improve employee performance.

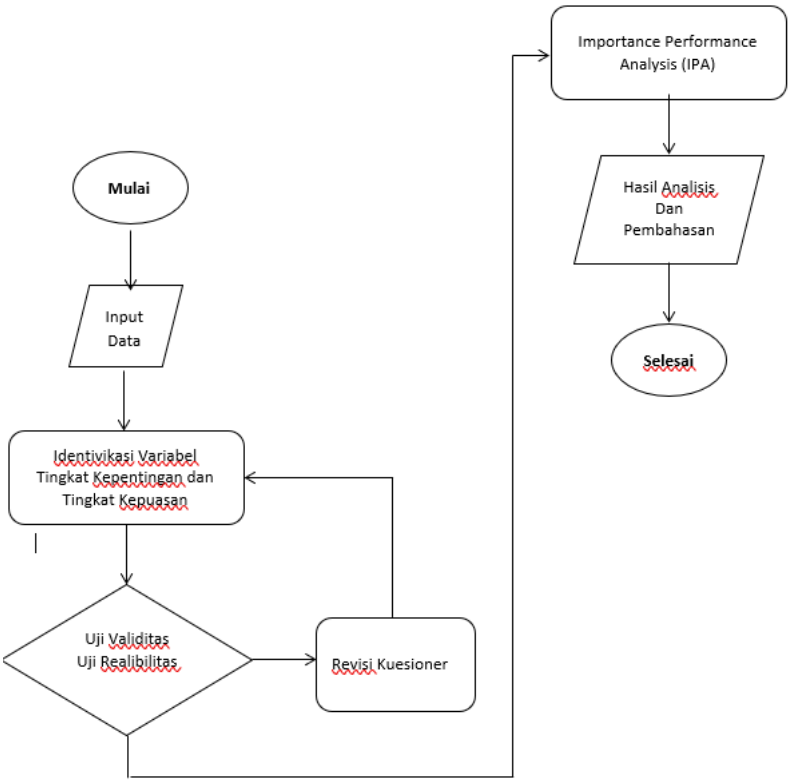

Fig. 1 Research Flow Diagram

3.1. Step-by-Step Method Description

Step 1. Identification of Performance Attributes

A total of 20 performance attributes were determined based on a review of theory and previous research, including leadership dimensions (KE1–KE4), motivation (MT1–MT5), discipline & work system (DS1–DS3), communication & knowledge management (KM1–KM4), and work environment (LK1–LK4). These attributes represent internal factors that affect the performance of human resources in higher education.

Step 2. Data Collection

Data was collected through a survey using a Likert scale of 1–5, then tested the validity and realibility on two dimensions of the assessment:

Importance (I): the level of importance of attributes according to employees.

Performance (P): the actual level of performance of each attribute according to employee perception.

The survey is given to active employees involved in academic and administrative services.

Step 3. Computing the Mean Importance & Performance Scores

The average Importance and Performance score for each attribute is calculated using:

$$I_j = \frac{1}{n}\sum_{i=1}^{n} I_{ij} \qquad (1)$$

$$P_j = \frac{1}{n}\sum_{i=1}^{n} P_{ij} \qquad (2)$$

with = number of respondents, and = the J attribute.$\boldsymbol{nj}$

Step 4. Gap Score Calculation

The gap between importance and performance is calculated to find out the non-conformity:

$$\text{Gap}_{\boldsymbol{j}} = \boldsymbol{I_j} - \boldsymbol{P_j} \qquad (3)$$

Large positive gaps indicate important attributes that have not been implemented well and require management's attention.

Step 5. Weighted Factor (WF) and Weighted Score (WS)

To determine the weight of each attribute's contribution to the total importance, *the Weighted Factor* (WF) is calculated:

$$\boldsymbol{WF_j} = \frac{\boldsymbol{I_j}}{\sum_{\boldsymbol{k=1}}^{\boldsymbol{m}} \boldsymbol{I_k}} \times \mathbf{100} \qquad (4)$$

Next, *the Weighted Score* (WS) is calculated as the contribution of actual performance:

$$\boldsymbol{WS_j} = \boldsymbol{WF_j} \times \boldsymbol{P_j} \qquad (5)$$

These two equations serve as supporting indicators for mapping attribute positions in strategy priorities.

Step 6. IPA Matrix Plotting

Each attribute is mapped into a two-dimensional chart based on the average:

X axis = Performance
Y-axis = Importance

The dividing line is determined by the average value:

$$X_{\text{mean}} = \bar{P}, Y_{\text{mean}} = \bar{I} \qquad (6)$$

Four quadrants of IPA analysis are obtained:
Quadrant I (Concentrate Here): high importance, low performance
Quadrant II (Keep Up the Good Work): high importance, high performance
Quadrant III (Low Priority): low importance, low performance
Quadrant IV (Possible Overkill): low importance, high performance
The position of attributes in all four quadrants determines the improvement priority strategy.

Step 7. Strategy Formulation

Each attribute in the quadrant is analyzed to formulate a strategy:
Quadrant I → focus on immediate improvements
Quadrant II → maintained and developed
Quadrant III → not a priority
Quadrant IV → evaluation of resource allocation

4. Results and Discussion

This section presents the dataset, computational tools, initial data exploration, calculation procedures, IPA visualization, and a detailed discussion of the findings. All analyses were performed using Microsoft Excel and Python-based statistical tools. The dataset consists of performance and importance scores for 20 Aattribute performance attributes obtained from employees of PTS. The attributes represent seven domains: leadership, motivation, discipline, knowledge management, communication, work environment, and reward systems.

4.1. Dataset Sources and Structure

The dataset consists of 20 performance attributes grouped into five dimensions: leadership (KE1–KE4), motivation (MT1–MT5), discipline (DS1–DS3), knowledge management & communication (KM1–KM4), and work environment (LK1–LK4). The results of the validity and repertoire test of the data are seen in table 1. Each attribute was evaluated on:

Performance (P): actual implementation quality
Importance (I): perceived importance by employees

Table 1. Data test results (validity and reliability)

		Convergent Fall	**Discriminant Fall**			**Reliability**		
Variable	**Indicators**	Loading Factor	Cross Loading	√ AVE	**Valid/Invalid**	Cronbach Alpha	CR	**Reliable/Unreliable**
Leadership	KE1	0.887	0.887	0.897	Valid	0.920	0.943	Reliable
	KE2	0.881	0.881		Valid			Reliable
	KE3	0.918	0.918		Valid			Reliable
	KE4	0.900	0.900		Valid			Reliable
Motivation	MT1	0.780	0.780	0.826	Valid	0.847	0.895	Reliable
	MT2	0.871	0.871		Valid			Reliable
	MT3	0.794	0.794		Valid			Reliable
	MT4	0.854	0.854		Valid			Reliable
Discipline	DS1	0.887	0.887	0.825	Valid	0.762	0.864	Reliable
	DS2	0.848	0.848		Valid			Reliable
	DS3	0.730	0.730		Valid			Reliable
Communication	KM1	0.692	0.692	0.754	Valid	0.744	0.839	Reliable
	KM2	0.669	0.669		Valid			Reliable
	KM3	0.890	0.890		Valid			Reliable
	KM4	0.747	0.747		Valid			Reliable
Work Environment	LK1	0.861	0.861	0.863	Valid	0.887	0.921	Reliable
	LK2	0.828	0.828		Valid			Reliable
	LK3	0.884	0.884		Valid			Reliable
	LK4	0.878	0.878		Valid			Reliable
Employee Performance	KP1	0.773	0.773	0.793	Valid	0.854	0.894	Reliable
	KP2	0.864	0.864		Valid			Reliable
	KP3	0.753	0.753		Valid			Reliable
	KP4	0.768	0.768		Valid			Reliable
	FP5	0.802	0.802		Valid			Reliable

Validity and reliability testing is carried out to ensure that each indicator on the research variable is able to measure the construct accurately and consistently. Based on the test results in Table 1, all variable indicators show a *loading factor* value above 0.70, which means that it meets *the convergent validity criteria*. This is also reinforced by the √AVE (Average Variance Extracted) value for all variables above the threshold of 0.50, so that each indicator is proven to be able to adequately explain the variance of the construct. The aspect *of discriminant validity* is also met, as shown by the *higher cross loading* value of each indicator in its construct than the

other, indicating that the indicator measures the right dimensions and there is no *overlapping* between variables.

In terms of reliability, all variables have Cronbach's Alpha and Composite Reliability (CR) values that exceed the minimum standard of 0.70. The leadership variable, for example, has Cronbach's Alpha of 0.920 and CR of 0.943, which indicates very strong internal consistency. Similarly, the motivation variable (α = 0.847; CR = 0.895), discipline (α = 0.762; CR = 0.864), communication (α = 0.744; CR = 0.839), work environment (α = 0.887; CR = 0.921), and employee performance (α = 0.854; CR = 0.894) also shows excellent reliability. Thus, all indicators in this study can be declared valid and reliable, so that they are suitable for use in follow-up analysis to measure the performance of private university employees accurately and consistently.

Table 2. Tabel IPA

		Performance (authenticity) X	Hope Y		Calculate WF = (Importance / Total Importance) × 100	Calculate WS = WF × Performance
No	Attribute	Performance (P)	Importance (I)	Gap	WF (%)	WS
1	KE 1	3,57	4,40	0,83	5,24%	0,19
2	KE 2	3,68	4,49	0,81	5,34%	0,20
3	KE3	3,81	4,38	0,57	5,22%	0,20
4	KE4	3,70	4,32	0,62	5,14%	0,19
5	MT 1	2,79	4,00	1,21	4,76%	0,13
6	MT 2	2,70	3,98	1,28	4,73%	0,13
7	MT 3	3,98	4,30	0,32	5,11%	0,20
8	MT 4	3,34	4,23	0,89	5,04%	0,17
9	MT 5	3,70	4,19	0,49	4,99%	0,18
10	DS1	3,94	4,28	0,34	5,09%	0,20
11	DS2	3,55	4,45	0,89	5,29%	0,19
12	DS3	3,02	3,83	0,81	4,56%	0,14
13	KM1	3,49	4,19	0,70	4,99%	0,17
14	KM2	3,49	4,15	0,66	4,94%	0,17
15	KM3	3,55	4,17	0,62	4,96%	0,18
16	KM4	3,83	4,30	0,47	5,11%	0,20

17	LK 1				4,91%	
		3,38	4,13	0,74		0,17
18	LK 2				4,78%	
		2,79	4,02	1,23		0,13
19	LK 3				4,91%	
		3,49	4,13	0,64		0,17
20	LK 4				4,89%	
		3,47	4,11	0,64		0,17
	Total				100,00%	
		69,28	84,04	14,77		69,28
	Average					
		3,46	4,20	0,74	0,05	0,17
	Min					
		2,70	3,83	0,32	0,05	
	Max					
		3,98	4,49	1,28	0,05	

The table above provides the complete results of the calculation of Importance–Performance Analysis (IPA) for 20 employee performance attributes at PTS. The IPA analysis analysis is carried out by comparing the Performance (P) value or actual performance with the value of Importance (I) or the level of importance perceived by employees. From these two values, Gap (I – P), Weighted Factor (WF), and Weighted Score (WS) are calculated as the basis for mapping the IPA analysis quadrant.

In general, the average value of Performance is 3.46, while the average value of Importance is 4.20. An average gap of 0.74 indicates that most attributes are considered very important, but their actual implementation is still not comparable. The largest gaps were found in the MT2 (1.28) and LK2 (1.23) attributes, indicating a significant lack of economic security and work facilities. Meanwhile, the smallest gap is found in MT3 (0.32), which indicates that cooperation between employees is relatively good and in line with the level of importance.

The Weighted Factor (WF) column is calculated based on the proportion of the level of importance of each attribute to the total importance. WF values range from 4.56% to 5.34%, which means that each attribute has a relatively balanced contribution to the overall structure of the organization's interests. Furthermore, the Weighted Score (WS) is the result of multiplying the WF by the Performance value, which shows the contribution of the attribute to the total performance after taking into account its relative importance level. The highest WS values (0.20) were recorded in the KE2, KE3, MT3, DS1, and KM4 attributes, indicating that these attributes have the greatest performance contribution and are the strength of the organization.

In contrast, the attributes with the lowest WS value (0.13), such as MT1, MT2, and LK2, show little contribution to overall performance because both their importance and performance are relatively low. This explains why these attributes are then included in Quadrant III (Low Priority) in the IPA analysis analysis. In total, this table provides a comprehensive overview of:

a) Which attributes are important but underperforming (Large gaps → improvement priorities). Examples: MT4, DS2, LK2.
b) Which attributes are high performing and important (high WS → organizationalstrength). Examples: Leadership (KE1–KE4), Discipline (DS1), Communication (KM4).
c) Attributes that do not require immediate attention due to their low contribution (low WS → low priority). Examples: MT1, MT2.
d) Attributes whose performance is close to expectations (Small gap → stable). Examples: MT3, DS1.

Using this table as the basis for mapping the IPA, organizations can establish a more targeted performance improvement strategy by focusing on high-importance and low-performing attributes (Quadrant I) while maintaining the ones that are already optimal (Quadrant II).

4.4. IPA Matrix

To clarify the results of the analysis, Figure 2 presents the IPA matrix, which illustrates the distribution of attributes across the four quadrants and subsequently serves as the basis for determining employee performance improvement strategies.

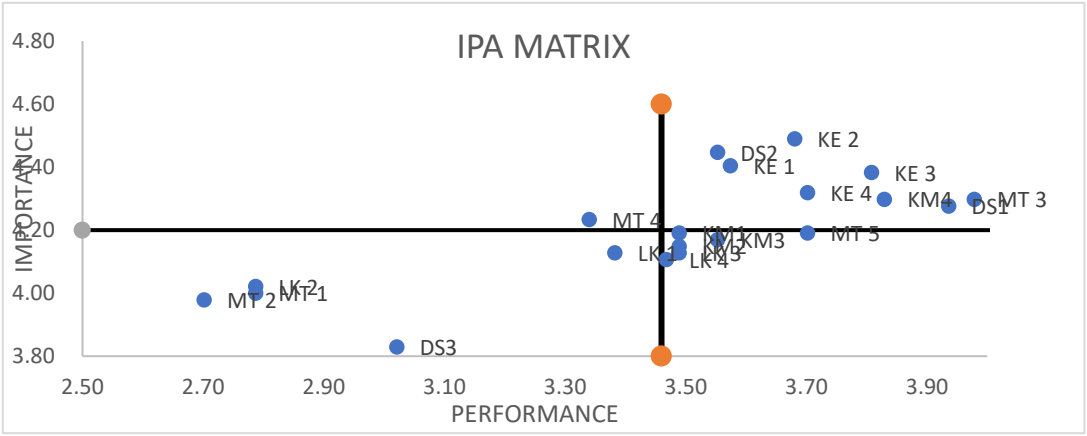

Figure 2. IPA Matrix

The IPA Matrix displayed in the diagram provides a visual mapping of the 20 employee performance attributes based on two dimensions: Importance (vertical axis) and Performance (horizontal axis). The intersection of the mean values of Importance (approximately 4.20) and Performance (approximately 3.46) divides the graph into four quadrants, each representing a different managerial implication. Each blue point represents an attribute assessed in the study, such as leadership (KE), motivation (MT), discipline (DS), communication/knowledge management (KM), and work environment (LK).

Quadrant I – High Importance, Low Performance (Top Priority)

Quadrant I is located in the upper-left area, but in the diagram the key attribute falling near this boundary is MT4 (appreciation for work achievements). This attribute shows high importance but relatively low performance, indicating a critical gap. Its position confirms that employees consider recognition and appreciation essential, yet they perceive the current implementation as insufficient. This makes MT4 the top-priority attribute for immediate improvement.

Quadrant II – High Importance, High Performance (Maintain Performance)

Most leadership attributes—KE1, KE2, KE3, and KE4—as well as DS1, DS2, MT3, KM4, and MT5 fall into this quadrant. Their position in the upper-right area of the matrix indicates that these aspects are both important to employees and currently well-executed by the organization. This suggests strong leadership, effective discipline, good collaboration, and positive communication practices. These attributes represent organizational strengths that should be maintained and continuously supported to ensure consistent service quality.

Quadrant III – Low Importance, Low Performance (Low Priority)

Attributes such as MT1 (income adequacy), MT2 (economic security), LK2 (work equipment), and DS3 (sanction effectiveness) appear in the lower-left quadrant, showing both low importance and low performance. Although performance in these areas is lower, their perceived importance by employees is also low. Consequently, these attributes are not immediate priorities for intervention, allowing management to allocate resources more efficiently toward more critical areas.

Quadrant IV – Low Importance, High Performance (Possible Overinvestment)

A few attributes with higher performance but slightly lower importance—such as KM1, KM2, KM3, LK3, LK4—are positioned near the lower-right quadrant. These attributes demonstrate satisfactory performance levels, yet employees do not consider them as highly important as other factors. This suggests the possibility of overinvestment, meaning resources

allocated to these areas may be reconsidered or redirected to Quadrant I priorities, particularly toward improving motivation and recognition systems

5. Comparison

Various previous studies have discussed factors that affect employee performance, such as organizational culture, knowledge management, transformational leadership, communication, compensation, and motivation (Hartati et al., 2018; Masduki, 2019; Bass & Riggio, 2006). However, the approach used is mostly single-factor or intervariable relationships, rather than on the gap-based priority diagnosis between interests and performance as done in this study.

Research by Wu et al. (2023) applied Importance–Performance Analysis (IPA) in the context of higher education to evaluate administrative support for academic activities. Their findings suggest that IPAs effectively identify service areas that should be prioritized. However, the focus of the research is on the satisfaction of student or staff academic services, not on the internal performance of employees as done in this study. Thus, this study provides an expansion of the application of IPA analysis in a new realm, namely the performance diagnosis of PTS employees.

In addition, several Indonesian studies such as Sihombing (2019) and Masduki (2019) focus on improving performance through strengthening organizational culture, motivation, and knowledge management systems, but have not yet used a quantitative approach based on a matrix that visually maps the position of each attribute. Compared to the study, this study offers advantages in the form of: Prioritization based on quantitative data, not general perceptions or managerial assumptions, Identification of attributes with the greatest gaps, such as MT4 (reward for achievement), which are empirically proven to need the most intervention, Mapping of organizational strengths, such as KE1–KE4 and DS1–DS2 in Quadrant II, thus helping management maintain effective practices, and a comprehensive approach, including leadership, motivation, discipline, communication, and the work environment — making it broader than previous studies that tended to focus on a single dimension.

Research that highlights rewards as a determinant of motivation (Prabu, 2024; Irawan, 2023) also provides theoretical support for the findings of this study, that MT4 attributes have a significant influence on employee motivation and performance. However, previous research has not measured how quantitatively critical these attributes are and where they are positioned in an organization's priority structure. This study closes the gap by showing that MT4 is in Quadrant I of Science, so it is scientifically proven to be an attribute that must be prioritized.

Overall, compared to state-of-the-art, this study makes a major contribution in the form of: Integration of IPA analysis to diagnose the performance of private university employees comprehensively., Specific empirical evidence in the context of private universities that has not been widely researched. Strategic prioritization is based on data, not assumptions. And Visual and quantitative approaches to continuous improvement in HR management.

Thus, this study enriches the higher education management literature with a new perspective on a more measurable, visual, and systematic way to determine the priorities for improving employee performance.

6. Conclusions

Based on the results of the analysis of 20 performance attributes, an average performance score of 3.46 and an average importance score of 4.20, with an average gap of 0.74. This shows that most of the attributes are considered important by employees, but their implementation is not fully optimal. Key findings show that the MT4 attribute ("My work is rewarded for good work performance") is in Quadrant I, making it a top priority for improvement as it has a high level of importance but low performance. These findings are supported by the work motivation literature that emphasizes the importance of rewards for performance improvement.

The attributes of leadership (KE1–KE4), discipline (DS1–DS2), and communication and cooperation (KM4, MT3) are in Quadrant II, showing that these aspects are organizational strengths that are already running well and need to be maintained. On the other hand, attributes related to compensation, work facilities, and disciplinary sanctions are in Quadrant III, so they are not an urgent priority to be improved. Overall, the results of this study support the research objectives, namely identifying critical performance attributes,

analyzing gaps in interest and performance, and formulating data-driven performance improvement strategy priorities.

From a theoretical point of view, this study contributes by expanding the use of IPA analysis in the context of the internal performance of university employees, which was previously more widely used to measure student satisfaction or external services. From a practical point of view, the results of the study offer a strategic planning basis for the management of PTS in allocating resources more effectively by focusing on the attributes that have the greatest impact on improving employee performance, especially in the aspect of recognition and performance awards.

This research has several limitations. First, the data used is cross-sectional so it does not reflect changes in employee perceptions over time. Second, research is carried out in one institution, so generalization to other private universities needs to be done carefully. Third, some constructs such as motivation, communication, and leadership have potential interconnectedness that requires further analysis, such as Confirmatory Factor Analysis (CFA) or Structural Equation Modeling (SEM). Further research is recommended to conduct longitudinal evaluations, compare IPA analysis results between institutions, and test the effectiveness of managerial interventions based on IPA analysis findings through an experimental approach.

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