

Deconstructing English Language Learning Facilitation Through A Competency-Based Human Resource Management Perspective In Private Higher Education Institutions

Azmy Muhammad Habiby¹, Owin Jamasy², Arham Muhammad Robbani³, Andi Suhandi⁴, Wiranta⁵

^{1,4,5} STEBIS YPII Bekasi, Indonesia

² YPIC Indonesia, Indonesia

³ UIN Syarif Hidayatullah Jakarta, Indonesia

Abstract

This study aims to deconstruct the dynamics of English language learning facilitation through a Competency-Based Human Resource Management (HRM) lens at two private higher education institutions in Bekasi, Indonesia: STEBIS YPII Bekasi and Pelita Bangsa University Bekasi. The study responds to the persistence of grammar-dominated English instruction in Indonesian private universities, where classroom practices often prioritize credit-hour completion and administrative compliance over communicative competence development. A qualitative comparative multi-locus case study design was employed. Data were collected through participant observation of classroom facilitation, documentary analysis of Semester Learning Plans (RPS), and in-depth interviews with lecturers as key instructional actors and students as representatives of human capital. Data were analyzed using the interactive thematic analysis model of Miles, Huberman, and Saldaña, involving data condensation, data display, and conclusion drawing. The findings show that both institutions experienced functional instructional stagnation caused by activity-based performance practices that neglected instructional needs assessment, student readiness, and sustainable exit strategies. The transition from teacher-centered instruction to dialogic, learner-centered facilitation helped reduce students' mental blocks and communication anxiety while strengthening their willingness to participate in English communication activities. From a Competency-Based HRM perspective, dialogic facilitation functions not only as a pedagogical technique but also as a strategic change-management mechanism for transforming lecturer work behavior and improving graduate capacity. However, the study is limited to two private institutions; future research should involve broader institutional contexts and examine the long-term impact of facilitation-based HRM interventions on students' communicative performance.

ARTICLE HISTORY

Received : 23 March 2026

Revised : 10 June 2026

Accepted : 23 June 2026

KEYWORDS

Competency-Based HRM;
Deconstruction; Dialogic Facilitation

PUBLISHER'S NOTE

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) license.



CORRESPONDING AUTHOR

Azmy Muhammad Habiby, STEBIS YPII, Bekasi. Email: azmi.habibi2024@gmail.com

Introduction

The existence of competitive Human Resources (HR) constitutes a primary pillar in accelerating the economic and business industries in Indonesia. As higher education institutions responsible for generating human capital within this sector, they are demanded to produce graduates who not only master theoretical frameworks but also possess global communication skills, particularly English proficiency. Within the landscape of modern Human Resource Management (HRM), English is no longer viewed merely as a rigid academic discipline or theoretical knowledge; rather, it is recognized as a vital workplace skill and a strategic communication tool that critically determines a graduate's employability rate.

However, the reality on the ground indicates a significant gap between industrial demands and students' actual competency outputs. English language learning in higher education frequently finds itself trapped in the vortex of the "banking model" of education, wherein the instructional process is heavily dominated by rigid, grammar-heavy teaching. Furthermore, HRM evaluation regarding instructional performance indicates a profound role inconsistency; lecturers tend to position themselves as authoritative lecturers (teacher-centered) rather than facilitators of interaction. Consequently, students suffer from mental blocks and language anxiety, becoming more motivated to memorize linguistic formulas for the sake of administrative grades rather than practicing them as a core communication competency. This pattern is not confined to the two institutions examined in this study; it echoes recent accounts of grammar-centered teaching cultures at the Indonesian university level, where lecturers report being constrained by curriculum load, limited pedagogical training, and large class sizes even as communicative outcomes are formally mandated (Kumayas & Lengkoan, 2023). It also reflects a broader competency-development gap among English lecturers in Indonesian higher education, whose professional growth is frequently left to individual initiative rather than sustained institutional support (Qamariah & Hercz, 2025), underscoring that the dysfunction identified at STEBIS YPII Bekasi and Pelita Bangsa University is a local instance of a wider structural pattern rather than an isolated case.

From a psycholinguistic and learning management perspective, mastering English as a Foreign Language (EFL) at the higher education level indeed presents a relatively complex layer of difficulty. This challenge stems not only from structural syntactic and phonetic differences, but fundamentally from how the learning ecosystem is managed. A recent global study by Zhang and Liu (2024) confirms that foreign language acquisition among adult learners frequently stagnates due to a high affective filter, where the fear of making mistakes and the pressure of formal assessment stifle students' oral production capabilities. This condition is further exacerbated by misguided instructional orientations. Research by Smith and Wijaya (2025) reveals that when higher education institutions measure language competency success exclusively through written cognitive-grammatical tests, it triggers acute performance anxiety. This empirical support proves that the trap of an instructional routine biased toward grammar theory directly eliminates students' opportunities to build communicative confidence, thereby transforming the classroom into a psychological burden instead of a space for human capital capacity development.

This phenomenon fundamentally stems from the issue of "Educator Human Resource Management," specifically regarding the development of facilitation competencies. Lecturers who have not transformed their work culture from a conventional teaching paradigm toward dialogic facilitation will inevitably produce a passive classroom ecosystem. Consequently, a radical step in the form of "deconstructing learning facilitation" is critically required. This aligns with John Heron's (1999) assertion that *"facilitation is about empowering people to take control of their own learning and development, moving from dependency on the tutor to autonomous interdependence,"* which indicates that the lecturer's role must be deconstructed from a mere linear instructor into a developer of student autonomy capacity. Heron emphasizes that the essence of facilitation is empowerment toward independence. Simply put, the task of the lecturer as a human resource is not to spoon-feed students with grammatical theories, but to break their dependency so they gain the courage to speak independently. Heron's perspective is strongly supported by Paulo Freire (1970) regarding the importance of dialogic education, stating that *"dialogue is the sealing of the-men-with-*

the-world, an act of creation and re-creation... Education must be a collective process of inquiry, not a 'banking' system of depositing knowledge." Freire underscores that the classroom must be transformed into an interaction laboratory where the facilitator plays a vital role in stimulating intellectual courage, managing group dynamics, and providing communicative scaffolding. Freire strongly rejects pure lecturing methods (the banking system). The role of the lecturer is not merely to "deposit" grammatical formulas into students' minds, but to open up spaces for dialogue based on real-world business problem-solving.

Prior research concerning English language teaching has generally been analyzed through the lenses of pure linguistics or conventional pedagogy, as outlined by Richards (2006), who notes that *"communicative language teaching aims to develop communicative competence, where fluency and acceptable language use take precedence over mechanical accuracy."* This language teaching expert asserts that the most crucial aspect of language acquisition is fluency in communication, rather than mechanical accuracy in memorizing grammatical formulas.

Taken together, prior studies of EFL facilitation, lecturer development, and competency-based HRM have separately established three things: that grammar-dominant instruction in Indonesian EFL classrooms produces measurable affective and performance costs for students (Zhang & Liu, 2024; Smith & Wijaya, 2025; Kumayas & Lengkoan, 2023), that dialogic and learner-centered facilitation is theoretically capable of reducing those costs (Heron, 1999; Freire, 1970; Richards, 2006), and that Indonesian EFL lecturers' professional and competency development is structurally under-supported (Qamariah & Hercz, 2025). What these studies have not established is how the four core levers of Competency-Based Human Resource Management, namely competency mapping, performance management, professional development, and performance evaluation, translate into the concrete, observable facilitation practices of a lecturer inside the classroom. The research gap that this article aims to bridge is precisely this missing bridge: analyzing weak classroom facilitation from a "Competency-Based HRM Perspective" by treating competency mapping as the identification of a lecturer's baseline facilitation skill, performance management as the day-to-day orientation of teaching behavior (Activity-Based versus Outcome-Based), professional development as the capacity-building process through which facilitation techniques are reconstructed, and performance evaluation as the indicators and exit strategy used to judge whether that reconstruction has taken hold. This deconstruction positions the lecturer's facilitation techniques as a critical HR work competency variable that must be managed and optimized to enhance the quality of students' human capital assets.

Accordingly, given the cross-sectional, comparative descriptive case design adopted in this study, the inquiry is deliberately framed around identifying and interpreting existing patterns rather than tracing a longitudinal change process. This study therefore focuses on two primary research questions: (1) What patterns of conventional, teacher-centered facilitation practice can be identified at the two institutions, and what forms of communication barrier do lecturers and students associate with them? and (2) How can dialogic facilitation techniques, as documented in lecturers' current practice and informants' accounts, be interpreted through a Competency-Based Human Resource Management perspective within these institutions?

Method

This study employed a qualitative approach with a comparative descriptive case study design to explore in depth the phenomenon of facilitation technique dysfunction in English language learning across two private higher education institutions in Bekasi, namely the Islamic Economics and Business College (STEBIS) YPII Bekasi and Pelita Bangsa University. A qualitative case study design was considered appropriate because the research sought to examine instructional practices, institutional work behavior, and lecturer facilitation patterns within their real educational contexts rather than measure them through predetermined variables (Alam, 2021; Miles et al., 2020). The comparative descriptive orientation enabled the researcher to identify similarities and differences in facilitation practices across the two institutions. This approach is also consistent with recent Indonesian studies on English lecturers in private higher education, which used qualitative inquiry to explore instructional practices, lecturer perspectives, and technology-supported language learning implementation (Haerazi, 2024). The research focus was centered on deconstructing the instructional work behavior of lecturers through the analytical lens of Competency-Based Human Resource Management, particularly in relation to planning competence, facilitation competence, communication competence, performance indicators, and exit strategies. This perspective is relevant because contemporary HRM emphasizes the alignment between employee competencies, institutional goals, professional development, and performance improvement (Armstrong & Taylor, 2023; Rohayati, 2024).

Data sources for this study were selected using a purposive sampling technique to obtain information-rich cases relevant to the research focus. Purposive sampling was used because qualitative research requires participants who have direct experience with the phenomenon under investigation and are able to provide detailed and contextually grounded information (Campbell et al., 2020). The primary informants consisted of three groups: English course lecturers as the core instructional actors and primary human resources; management and leadership elements of STEBIS YPII Bekasi and Pelita Bangsa University as internal HRM policymakers; and active students who had completed the respective English courses as direct recipients of human capital development impacts. The inclusion of students was important because communicative competence in English learning should be examined not only from the lecturer's instructional perspective but also from the learner's experience of fluency, participation, confidence, and communication anxiety (Faisal, 2025; Muhyidin & Chuquin, 2025).

Data collection was conducted through three primary techniques as a form of technical triangulation: passive participant observation, in-depth interviews, and documentary studies. Passive participant observation was carried out by directly observing classroom interaction dynamics, particularly to identify the tendency of routine credit-hour fulfillment, teacher-centered instruction, rigid attachment to formal knowledge examinations, and limited facilitation of communicative practice. In-depth interviews were conducted to explore lecturers' HRM understanding and awareness regarding five pillars of instructional work competency, namely analytical planning, three-stage facilitation techniques, communication practices, performance indicators, and exit strategies. Documentary studies were conducted by reviewing Semester Learning Plans (RPS), evaluation or examination instruments, and institutional quality assurance documents related to teaching performance. The use of observation, interviews, and document analysis is methodologically relevant because qualitative case studies require multiple sources of evidence to

strengthen contextual interpretation and research credibility (Alam, 2021; Haerazi, 2024). In the context of language learning, the use of multiple data sources also helps reveal whether instructional plans, classroom practices, and students' communicative experiences are aligned with the intended development of communication skills (Faisal, 2025; Koderi et al., 2023).

Data analysis was conducted interactively using the qualitative data analysis model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing or verification (Miles et al., 2020). In the data condensation stage, interview transcripts, observation notes, and institutional documents were selected, coded, and organized according to themes related to lecturer facilitation dysfunction, HRM competency gaps, instructional planning, communication practices, and exit strategies. In the data display stage, the condensed data were arranged into comparative matrices and deconstructive narratives to clarify the five structural weaknesses of classroom facilitation in both institutions. In the conclusion drawing and verification stage, recurring patterns were interpreted to formulate an ideal lecturer performance management model for English language facilitation. This analytical procedure was strengthened by source triangulation and technical triangulation to ensure the credibility, consistency, and trustworthiness of the findings. Source triangulation was conducted by comparing information from lecturers, institutional leaders, and students, while technical triangulation was conducted by comparing observation results, interview data, and documentary evidence. This procedure was intended to ensure that the emerging interpretation of instructional dysfunction was not based on a single informant or method, but on convergent evidence from multiple data sources (Alam, 2021; Miles et al., 2020). In addition, previous research by Koderi et al. (2023) and Erlina et al. (2025) supports the relevance of examining language learning through communication-oriented and problem-based pedagogical practices, especially when learning is directed toward confidence, participation, and contextual meaning-making rather than merely formal linguistic knowledge.

Result and Discussion

Result

Through the iterative data condensation and data display procedures of Miles, Huberman, and Saldaña's (2014) thematic analysis, three essential conceptual pillars were inductively derived from the observation, interview, and documentary data rather than imposed a priori from the HRM framework: (1) a predominant, though not exclusive, orientation toward Activity-Based over Outcome-Based Performance among teaching human resources; (2) the reconstruction of the Dialogic Facilitation Cycle; and (3) the establishment of performance indicators and the implementation of an instructional exit strategy. The first pillar is presented as a predominant orientation rather than a strict binary: coding of the observation and interview data showed that most lecturers combined credit-hour-compliant routines with intermittent learner-centered episodes, so an Activity-Based orientation and moments of substantively meaningful teaching are treated in this study as coexisting tendencies rather than mutually exclusive categories.

The first finding indicates symptoms of functional paralysis within English classroom management. Lecturers tend to be trapped in work commitments that are merely administrative and formalistic, specifically focusing on completing the Semester Credit Units (SCUs) workload and fulfilling the allocated time slots. In Human Resource Management (HRM) theory, such work behavior is categorized as Activity-Based Performance, where employee orientation centers strictly

on executing the routine obligations of attendance and working hours, rather than on the quality and impact of the produced output.

The greatest irony emerges from the systematic neglect of the earliest phase in the performance management cycle, namely the need assessment and initial human capital mapping of the students. Lecturers frequently enter classrooms assuming uniform linguistic competence among all students. Without robust baseline data regarding the students' actual initial communication capabilities, the developed Semester Learning Plans (SLP) become completely non-adaptive. This weak planning process carries direct implications for instructional mismatches. Consequently, instead of nurturing competitive talents, the classroom ecosystem degenerates into a mechanical routine that alienates and bores the students.

The second finding pertains to the reconstruction of the dialogic facilitation cycle. The competency dysfunction in the lecturers' HRM becomes increasingly evident through their failure to implement proper classroom facilitation techniques. This study operationalizes the ideal facilitation cycle as a three-stage sequence, Evoking → Analyzing → Conceptualizing (Discovering Principles), adapted from Kolb's (1984) experiential learning cycle, in which a concrete communicative experience (Evoking) is followed by guided reflection on language use (Analyzing) and culminates in the learner's own discovery of a communicative principle (Conceptualizing). This sequence is distinguished from generic Communicative Language Teaching (Richards, 2006) by its explicit HRM framing: each stage was coded in this study as an observable facilitation behavior (an eliciting question, a reflective prompt, or a principle-eliciting follow-up) rather than a general communicative activity. Coding of the classroom observation data at both institutions found that this sequence rarely appeared in practice; empirical reality instead reveals an inverted pattern. Lecturers predominantly adopt a rigid, teacher-centered instructional management style in which the Evoking and Analyzing stages are skipped altogether. Language learning is treated as a mechanical transfer of memorized knowledge (such as grammar structures and tense formulas), rather than the formation of skillful communication behaviors through the three-stage cycle.

The third finding highlights the critical urgency of establishing performance indicators and implementing an instructional exit strategy. Another fundamental weakness in educator HR governance is the ambiguity surrounding real competency outcome indicators. The success metrics of the majority of English language classrooms still heavily rely on administrative output indicators, namely numerical grades on written Mid-Term (UTS) and Final-Term (UAS) Examinations. This evaluation pattern obscures the true outcome indicator, which is the fluency and self-confidence of students when negotiating or conducting business pitching in the professional world. Furthermore, this research reveals a total absence of instructional exit strategies within the lecturers' learning designs. An exit strategy within strategic HRM is a scheme prepared so that capacity development subjects (in this case, students) possess sustainable independence after the intervention or program (the semester course) concludes. Because lecturers fail to design this exit strategy, students' English proficiency independence instantly collapses as soon as the semester changes. Students are left without an independent roadmap to continuously hone their communicative soft skills outside the formal classroom.

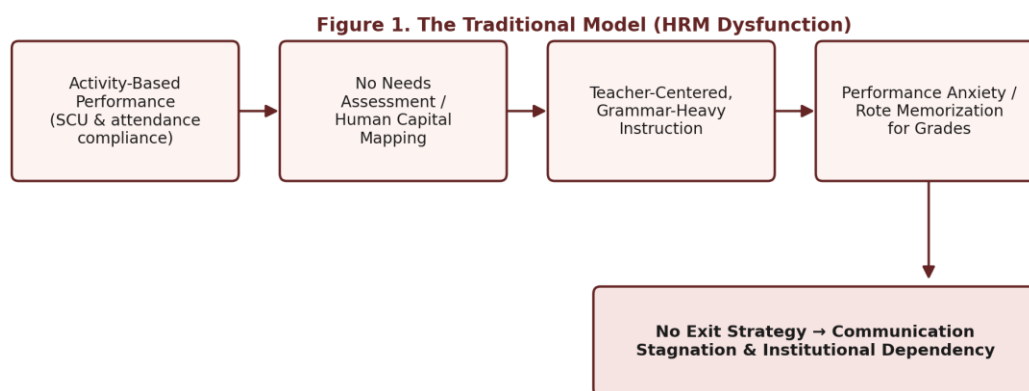


Figure 1. The Traditional Model (HRM Dysfunction)

Figure 1 shows that each box is grounded in the coded observation, interview, and documentary data. Activity-Based Performance and the absence of a needs assessment (documented in the RPS review and lecturer interviews) jointly sustain teacher-centered, grammar-heavy instruction; because no exit strategy or communication-based indicator was found in any of the reviewed course designs, the resulting performance anxiety and rote memorization do not resolve into durable communicative gains but into institutional dependency once the semester ends.

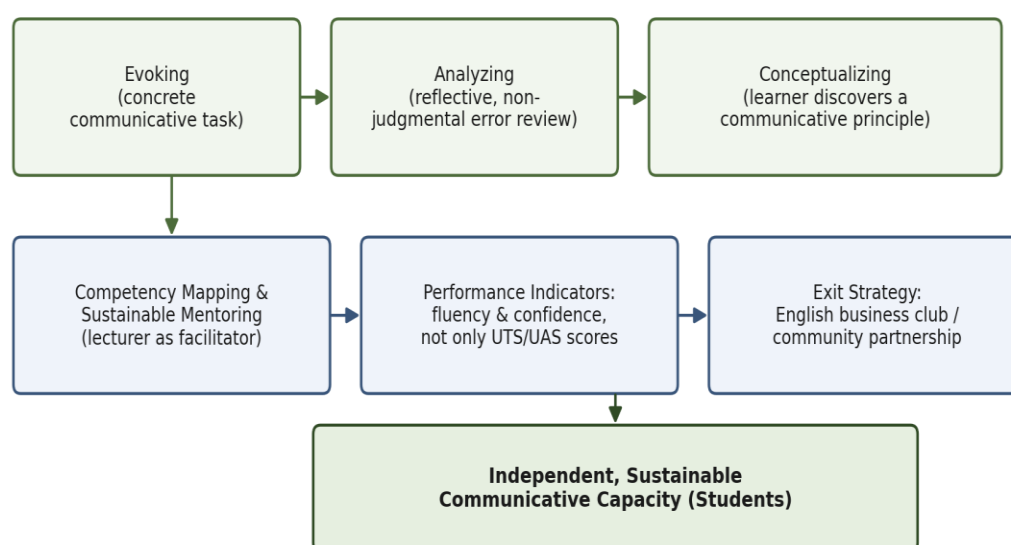


Figure 2. The Dialogic Facilitation Model (HRM Perspective)

Figure 2 shows the three-stage facilitation cycle (Evoking, Analyzing, Conceptualizing) is adapted from Kolb's (1984) experiential learning cycle and was coded directly from the classroom-observation transcripts. The lower row translates each HRM lever into an observable practice identified in the interview data: competency mapping as the lecturer's baseline assessment of students, redefined performance indicators as fluency- and confidence-based rather than purely examination-based criteria, and the exit strategy as a concrete, sustainable mentoring mechanism. The model is presented as a tentative practice framework grounded in the two cases studied, not as a generalized causal claim.

Discussion

The findings of this study reveal that English language learning facilitation in the two private higher education institutions in Bekasi remains constrained by a structural mismatch between instructional routines and communicative competence development. The dominant pattern identified in both campuses was the persistence of activity-based performance, in which lecturers tended to prioritize the fulfillment of credit-hour obligations, formal examinations, and administrative learning plans rather than diagnosing students' communicative needs, reducing speaking anxiety, and building sustainable post-course autonomy. Qualitatively, students were trapped in performance anxiety because oral communication errors were often perceived as signs of cognitive failure, especially when English learning was assessed through rigid written examinations rather than dialogic speaking practices. This finding confirms that the main problem is not merely pedagogical but managerial: lecturer performance is not yet governed through a competency-based HRM framework that requires analytical planning, facilitation competence, communication-oriented assessment, measurable learning outcomes, and exit strategies.

This result is consistent with global studies on foreign language anxiety, teacher behavior, and communicative learning. Botes et al. (2020) showed that foreign language classroom anxiety is strongly associated with learning achievement, indicating that anxiety is not a minor emotional disturbance but a factor that can shape academic performance. Similarly, Gregersen (2020) emphasized that language anxiety is dynamic and context-dependent, meaning that classroom climate and teacher facilitation can either intensify or reduce students' fear of speaking. The present study supports this argument by showing that students' reluctance to speak was not caused only by limited vocabulary or grammar mastery but also by fear of negative evaluation, lecturer dominance, and insufficient emotional safety in classroom interaction. Dewaele and Dewaele (2020) further demonstrated that learners' enjoyment and anxiety may vary depending on the teacher, while Dewaele et al. (2025) found that teacher behavior shapes learners' enjoyment, anxiety, and motivation over time. Therefore, the lecturer's role as a dialogic facilitator is crucial because facilitation style directly affects the emotional ecology of English learning.

The findings also align with global research on student-centered and technology-supported language learning. Hadiyanto et al. (2024) reported that student-centered learning improves TEFL students' twenty-first-century skills, suggesting that English learning should move beyond teacher explanation toward active participation, collaboration, and communication-based tasks. Chen (2024) and Bashori et al. (2022) also showed that technology-enhanced and web-based language learning can reduce public speaking anxiety by providing safer and more flexible spaces for practice. In the present study, however, the problem was not primarily the absence of technology, but the absence of a facilitation culture that gives students enough speaking space. This means that digital tools or learning platforms will not automatically improve communicative competence if lecturers continue to use them within teacher-centered, grammar-heavy, or test-oriented routines. This finding strengthens Han et al.'s (2024) argument that digital communication activities improve engagement and willingness to communicate only when they are embedded in meaningful interaction.

In the Indonesian context, this study resonates with recent research on EFL speaking problems, anxiety, communicative competence, and lecturer facilitation. Wahyuningsih and Afandi (2020) identified speaking problems among Indonesian students and argued that curriculum development must respond more seriously to communication barriers. Fauzi and Asi (2023)

similarly found that Indonesian university students experience speaking anxiety and require safer classroom conditions to participate confidently. Abrar et al. (2024) further showed that EFL students may remain silent when answering lecturers' questions because of fear of making mistakes, low confidence, and classroom pressure. These findings converge with the present study: when lecturers treat errors as academic violations rather than developmental milestones, students become defensive, silent, and dependent on lecturer approval. Mustamir's (2024) meta-synthetic analysis also emphasizes that teacher-student dynamics and classroom environment are central factors in Indonesian EFL speaking anxiety. Thus, the dysfunction found in the two Bekasi institutions reflects a wider pattern in Indonesian EFL contexts, where communicative competence is often expected but not sufficiently facilitated through classroom design.

The local findings are also consistent with Indonesian studies on communicative competence, CLT, HRM, and digital instructional transformation. Faisal (2025) argues that Indonesian EFL teachers need to prioritize fluency, student-centered pedagogy, and communicative approaches instead of excessive accuracy orientation. Williyani et al. (2023) showed that Communicative Language Teaching can increase EFL learners' willingness to communicate when classroom activities are structured around meaningful interaction. Haerazi (2024) further highlights that ICT integration in private higher education requires lecturer readiness, instructional design, and pedagogical awareness, not only access to digital tools. From an HRM perspective, Rohayati (2024) emphasizes the importance of integrating HRM and digital competencies in higher education, while Ramly et al. (2024) propose that competency-based HR development is necessary for improving institutional performance. This is relevant to the present study because lecturers' classroom behavior should be treated as a form of work performance that requires competency standards, coaching, evaluation, and continuous improvement.

Theoretically, this study extends Competency-Based HRM into the domain of English language learning facilitation. Rather than viewing lecturers only as subject-matter experts, the findings suggest that lecturers should be conceptualized as instructional human resources whose performance must be evaluated through competence in planning, facilitating, communicating, assessing, and sustaining learning outcomes. This deconstruction is consistent with Knowles' andragogy, which views adult learners as self-directed individuals who need practical, relevant, and autonomy-supportive learning experiences. It also aligns with Chambers' philosophy of "handing over the stick," because lecturers must transfer speaking authority to students and reposition themselves as partners in dialogue. In the Indonesian philosophical context, this shift reflects Ki Hadjar Dewantara's *Sistem Among*: lecturers should become role models at the front, motivators in the middle, and supporters from behind. Therefore, lecturer competence is not measured by classroom dominance, but by the extent to which students become increasingly independent, confident, and capable of using English beyond formal classroom supervision.

Pedagogically and policy-wise, the findings imply that English learning in private higher education should be redesigned as a dialogic, facilitative, and empowerment-oriented process. Lecturers should normalize errors as part of language development, replace purely written grammar examinations with performance-based communication tasks, and build structured mentoring spaces such as English business clubs, peer-speaking circles, language incubators, or community partnership programs. This recommendation is supported by Koderi et al. (2023), whose study on local-wisdom-based communication media shows that contextual learning resources can strengthen

students' communication skills, and Erlina et al. (2025), whose classroom action research demonstrates the relevance of problem-based learning for developing contextual and value-oriented language learning. At the institutional level, universities should integrate facilitation competence, student speaking autonomy, and post-course exit strategies into lecturer Key Performance Indicators. Quality assurance systems should not only check the existence of RPS documents and examination instruments, but also evaluate whether lecturers conduct need assessment, provide anxiety-reducing feedback, facilitate student-centered interaction, and design sustainable learning communities after the course ends. Warna and Uyun (2024) also show that anxiety-coping strategies differ between lecturers and students, indicating that institutional policy must address both teaching behavior and learner emotional support.

The novelty of this study lies in its attempt to interpret English language learning dysfunction through a Competency-Based HRM lens. Previous studies have commonly discussed EFL anxiety, communicative competence, student-centered learning, or lecturer pedagogy as separate educational issues. In contrast, this study positions lecturer facilitation as a human resource performance problem within higher education institutions. This perspective offers a new contribution by connecting classroom communication failure with lecturer competency governance, instructional performance indicators, and institutional HRM policy. The study also contributes contextually by examining two private higher education institutions in Bekasi, where English is not only a general course but also a strategic competence for business, Islamic economics, entrepreneurship, and graduate employability. Thus, English facilitation is not merely a language-teaching issue; it is part of human capital development and graduate capacity building.

Despite its contributions, this study has several limitations. First, the research was conducted only in two private higher education institutions in Bekasi, so the findings cannot be generalized to all Indonesian private universities. Second, the study employed a qualitative comparative case study design, meaning that the results emphasize depth of interpretation rather than statistical measurement of lecturer competence or students' communicative improvement. Third, the study relied on observation, interviews, and document analysis; therefore, future research should include longitudinal classroom intervention, speaking performance assessment, student anxiety scales, and lecturer competency evaluation rubrics. Further studies should also test the proposed sustainable mentoring model through action research or mixed-methods design to examine whether English business clubs, language incubators, and post-course mentoring schemes can significantly improve students' speaking confidence, communicative competence, emotional well-being, and independent language use beyond the formal semester.

Conclusion

This study aimed to deconstruct English language learning facilitation through a Competency-Based Human Resource Management perspective in two private higher education institutions in Bekasi. The findings reveal that English learning facilitation remained constrained by an activity-based performance orientation, in which lecturers tended to prioritize credit-hour fulfillment, administrative compliance, and written examination results rather than communicative competence development. The absence of initial needs assessment, weak human capital mapping, teacher-centered grammar-heavy instruction, limited dialogic interaction, and the lack of communication-based performance indicators contributed to students' performance anxiety, mental blocks, and limited speaking autonomy. These findings answer the research questions by showing that the

dysfunction of English language learning is not merely a pedagogical issue, but also a lecturer performance management problem that requires systematic competency mapping, facilitation reconstruction, outcome-based evaluation, and sustainable exit strategies. Theoretically, this study extends Competency-Based HRM into the field of English language learning by positioning lecturers as instructional human resources whose performance should be assessed through facilitation quality, communicative empowerment, and learning sustainability. Practically, the study suggests that private higher education institutions should redesign English learning governance by integrating dialogic facilitation, communication-based assessment, English business clubs, peer-speaking communities, and post-course mentoring into lecturer performance indicators. However, this study is limited by its qualitative comparative case study design, its focus on only two private institutions in Bekasi, and its reliance on observation, interviews, and document analysis without longitudinal measurement of students' communicative improvement. Future research should expand the institutional scope, apply mixed-method or action research designs, develop lecturer competency evaluation rubrics, and empirically test the proposed sustainable mentoring model. By linking classroom facilitation with HRM-based lecturer competency governance, this study offers a strategic framework for transforming English learning from administrative routine into a sustainable process of human capital development.

References

- Abrar, M., Salim, M. M., Ali, R. M., & Rico, F. M. (2024). (Un)silencing the silence: EFL students' speaking anxiety in answering lecturers' questions. *JEELS (Journal of English Education and Linguistics Studies)*, 11(1), 131–156. <https://doi.org/10.30762/jeels.v11i1.1888>
- Alam, M. K. (2021). A systematic qualitative case study: Questions, data collection, NVivo analysis, and saturation. *Qualitative Research in Organizations and Management: An International Journal*, 16(1), 1–31. <https://doi.org/10.1108/QROM-09-2019-1825>
- Armstrong, M., & Taylor, S. (2023). *Armstrong's handbook of human resource management practice* (16th ed.). Kogan Page.
- Bashori, M., van Hout, R., Strik, H., & Cucchiari, C. (2022). Web-based language learning and speaking anxiety. *Computer Assisted Language Learning*, 35(5–6), 1058–1089. <https://doi.org/10.1080/09588221.2020.1770293>
- Botes, E., Dewaele, J.-M., & Greiff, S. (2020). The foreign language classroom anxiety scale and academic achievement: An overview of the prevailing literature and a meta-analysis. *Journal for the Psychology of Language Learning*, 2(1), 26–56. <https://doi.org/10.52598/jpll/2/1/3>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: Complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661. <https://doi.org/10.1177/1744987120927206>
- Chambers, R. (2002). *Participatory workshops: A sourcebook of 21 sets of ideas and activities*. Earthscan.
- Chen, Y.-C. (2024). Effects of technology-enhanced language learning on reducing EFL learners' public speaking anxiety. *Computer Assisted Language Learning*, 37(4), 789–813. <https://doi.org/10.1080/09588221.2022.2055083>
- Dewantara, K. H. (2013). *Karya Ki Hadjar Dewantara: Bagian pertama*. Majelis Luhur Persatuan Tamansiswa.
- Dewaele, J.-M., & Dewaele, L. (2020). Are foreign language learners' enjoyment and anxiety specific to the teacher? An investigation into the dynamics of learners' classroom emotions. *Studies in Second Language Learning and Teaching*, 10(1), 45–65. <https://doi.org/10.14746/ssllt.2020.10.1.3>
- Dewaele, J.-M., Saito, K., & Halimi, F. (2025). How teacher behaviour shapes foreign language learners' enjoyment, anxiety, and attitudes/motivation: A mixed modelling longitudinal investigation. *Language Teaching Research*, 29(4), 1580–1602. <https://doi.org/10.1177/13621688221089601>
- Erlina, E., Hijriyah, U., Ghazi, F., Syahril, S., & Sufian, M. (2025). Arabic problem-based learning for religious moderation: Classroom action research in Islamic education. *JPI: Jurnal Pustaka Indonesia*, 5(3), 111–125. <https://doi.org/10.62159/jpi.v5i3.1806>

- Faisal, F. (2025). Communicative competence: Its implications for English-as-a-foreign-language teachers in Indonesia. *Jurnal Varidika*, 37(1), 14–29. <https://doi.org/10.23917/varidika.v37i1.8226>
- Fauzi, I., & Asi, N. (2023). Examining speaking anxiety of Indonesian learners of English: A case of university students. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 7(2), 263–275. <https://doi.org/10.21093/ijeltal.v7i2.1338>
- Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.
- Gregersen, T. (2020). Dynamic properties of language anxiety. *Studies in Second Language Learning and Teaching*, 10(1), 67–87. <https://doi.org/10.14746/sslt.2020.10.1.4>
- Hadiyanto, H., Mukminin, A., Failasofah, F., Arif, N., Fajaryani, N., & Habibi, A. (2024). Application of student-centered learning in improving teaching English as a foreign language students' 21st-century skills performance. *Education Sciences*, 14(9), Article 938. <https://doi.org/10.3390/educsci14090938>
- Haerazi, H. (2024). ICT integration into English language teaching-learning: Insights from some private higher education institutions. *Englisia: Journal of Language, Education, and Humanities*, 11(2), 48–66. <https://doi.org/10.22373/ej.v11i2.19913>
- Han, R., Alibakhshi, G., Lu, L., & Labbafi, A. (2024). Digital communication activities and EFL learners' willingness to communicate and engagement: Exploring intermediate language learners' perceptions. *Heliyon*, 10(3), Article e25213. <https://doi.org/10.1016/j.heliyon.2024.e25213>
- Heron, J. (1999). *The complete facilitator's handbook*. Kogan Page.
- Jamasy, O. (2004). *Keadilan, pemberdayaan, dan penanggulangan kemiskinan*. Belantika.
- Jamasy, O. (2025a). *Fasilitator UMKM sebagai garda perubahan menuju ekonomi rakyat berkelanjutan*. PT Kimhsafi Alung Cipta.
- Jamasy, O. (2025b). *Konsep dan model pendampingan berkelanjutan untuk organisasi berbasis masyarakat*. PT Kimhsafi Alung Cipta.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Follett Publishing Company.
- Koderi, K., Sufian, M., & Erlina, E. (2023). Developing Lampung local wisdom film of Arabic communication skills for Madrasah Tsanawiyah students. *International Journal of Information and Education Technology*, 13(12), 2004–2013. <https://doi.org/10.18178/ijiet.2023.13.12.2015>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Kumayas, T., & Lengkoan, F. (2023). The challenges of teaching grammar at the university level: Learning from the experience of English lecturers. *Journal of English Culture, Language, Literature and Education*, 11(1), 98–105. <https://doi.org/10.53682/eclue.v11i1.6058>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Muhyidin, M., & Chuquin, E. G. P. (2025). Assessing the levels and prevalence of public speaking anxiety among Indonesian EFL university students. *Journal on English as a Foreign Language*, 15(2). <https://doi.org/10.23971/jefl.v15i2.9982>
- Mustamir, M. (2024). Indonesian EFL learners and speaking anxiety: Insights from a meta-synthetic analysis. *English Review: Journal of English Education*, 12(2), 509–518. <https://doi.org/10.25134/erjee.v12i2.9950>
- Qamariah, H., & Hercz, M. (2025). How EFL instructors improve their professionalism: The voice from Indonesian higher education institutions. *Jurnal Ilmiah Peuradeun*, 13(1), 409–436. <https://doi.org/10.26811/peuradeun.v13i1.1507>
- Ramly, A. T., Handrianto, B., & Syaiful, S. (2024). Competency-based model of human resource development in higher education. *Jurnal Manajemen*, 15(1), 82–98. <https://doi.org/10.32832/jm-uika.v15i1.15446>
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
- Rogers, D., & Lewis, M. (2023). *Strategic exit strategies in human resource development: Sustaining capacity post-intervention*. Routledge.
- Rohayati, T. (2024). Integrating human resources management and digital competencies: A strategic approach in higher education. *AL-ISHLAH: Jurnal Pendidikan*, 16(2). <https://doi.org/10.35445/alishlah.v16i2.5286>
- Smith, J., & Wijaya, A. (2025). Evaluating instructional performance in EFL classrooms: Theoretical heavy

versus communicative outcome. *International Journal of Educational Development*, 42(1), 115–128.

Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, 9(3), 967–977. <https://doi.org/10.12973/eu-jer.9.3.967>

Williyan, A., Apriani, E., Sirniawati, S., & Utami, R. (2023). Exploring communicative language teaching to investigate English communication willingness in EFL learners' classroom. *AL-ISHLAH: Jurnal Pendidikan*, 15(3), 3271–3286. <https://doi.org/10.35445/alishlah.v15i3.3080>

Zhang, X., & Liu, Y. (2024). Affective filter and performance anxiety in adult foreign language learning: A qualitative inquiry. *Journal of Psycholinguistic Research*, 53(2), 201–216.