



Integration of Artificial Intelligence (AI) in Human Resource Performance Assessment Systems to Support Good University Governance in Higher Education Institutions

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ABSTRACT

Higher education institutions require human resource (HR) performance appraisal systems that are objective, transparent, and accountable to strengthen good university governance. However, conventional appraisal practices in universities often remain fragmented, subjective, and insufficiently responsive to the multidimensional nature of academic work. This study examines how artificial intelligence (AI) can be integrated into HR performance appraisal systems in higher education and how such integration may support good university governance. Using a descriptive qualitative design, this study employs a systematic literature review of relevant national and international scholarly sources. The review indicates that AI has strong potential to improve the transparency, efficiency, accuracy, and consistency of HR performance evaluation while reducing subjective bias in decision-making. The literature further highlights the relevance of machine learning for performance prediction, natural language processing for qualitative assessment, and algorithm-based decision support systems for more data-driven evaluation. This study contributes by repositioning AI-based HR performance appraisal not merely as a technical tool, but as a governance-support mechanism that can strengthen accountability, fairness, and evidence-based management in higher education institutions.

INTRODUCTION

Digital transformation in higher education has intensified pressure on universities to demonstrate accountability, transparency, efficiency, and responsiveness in institutional governance. In this environment, human resource (HR) performance appraisal has become a strategic concern because it affects not only administrative effectiveness but also the quality of academic decision-making, career development, and institutional trust. Yet in many universities, appraisal practices remain heavily dependent on manual processes and evaluator judgment, making them vulnerable to subjectivity, inconsistency, and delay. Recent discussions on AI and digital transformation suggest that intelligent systems can support more data-driven and timely decision-making in organizational contexts, including educational institutions (Collins et al., 2021; Dwivedi et al., 2022; Prihatin & Sutangsa, 2025; Susanto et al., 2025).

The relevance of AI in higher education is especially important because universities are not purely administrative organizations. They operate within a complex environment shaped by academic autonomy, the tri dharma of higher education, professional ethics, and broader social responsibilities.

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As a result, HR performance in universities cannot be measured solely through narrow output indicators, but must also reflect teaching, research, community service, and institutional contributions. This multidimensional nature of academic work requires evaluation systems that are not only efficient but also context-sensitive and aligned with governance values. In this regard, AI is increasingly seen as a strategic instrument capable of processing diverse performance data, supporting more objective evaluation, and enabling more adaptive evidence-based management (Azizah, 2025; Mulyawan et al., 2025; Rohida & Sudiantini, 2025).

Previous studies have discussed AI in higher education mainly in relation to administrative automation, online learning support, digital transformation, and public decision-making. Hidayah and Ma'arif (2023) discuss governance in higher education, but not AI-based performance appraisal as a governance instrument. Rohida and Sudiantini (2025) address AI in higher education HRM, yet their emphasis is directed more toward competence development than toward formal performance appraisal systems. Eda Pradana et al. (2025) highlight AI in decision-making and governance discussions at a broader policy level, while Salsabila et al. (2024) emphasize AI for efficiency in public decision-making. Gading Rayya Samita et al. (2024) also show how AI interacts with bounded rationality in organizational decision environments. However, the specific relationship among AI integration, HR performance appraisal, and Good University Governance remains underexplored.

The novelty of this study lies in three aspects. First, unlike prior studies that primarily position AI as a tool for efficiency or digital transformation, this study explicitly conceptualizes AI-based HR performance appraisal as a governance-support mechanism in higher education institutions. Second, this study integrates three dimensions that have often been discussed separately, namely AI integration, HR performance appraisal, and Good University Governance. Third, this study situates the discussion within the distinctive context of higher education, where performance appraisal is inherently multidimensional and closely related to institutional legitimacy, academic quality, and ethical responsibility. Accordingly, this study aims to examine how AI can be integrated into HR performance appraisal systems in higher education institutions and how such integration may support the implementation of Good University Governance.

LITERATURE REVIEW

Artificial Intelligence (AI) in the Context of Human Resource Management

Artificial intelligence is generally understood as the capacity of computer-based systems to perform tasks associated with human intelligence, including learning, reasoning, prediction, and decision support (Sulartopo et al., 2023; Kaplan, 2020). In organizational settings, AI has increasingly been used to improve efficiency, automate routine processes, and strengthen evidence-based decision-making (Dwivedi et al., 2022). In human resource management, AI has been applied across recruitment, selection, training, monitoring, and performance appraisal, particularly to reduce subjectivity and generate more consistent evaluations (Collins et al., 2021; Mayasari, 2025).

In the context of higher education, AI can process multidimensional data related to faculty and staff performance, such as publications, student feedback, teaching records, community service, attendance, research collaboration, and administrative responsibilities. AI-enabled systems may therefore support more holistic and traceable performance analysis (Jarrahi et al., 2022; Maryam Hasan et al., 2025; Nanny Mayasari et al., 2025). These benefits are relevant not only for technical efficiency, but also for institutional credibility because digital systems make appraisal processes more transparent and documentable. At the same time, universities need to recognize that AI in HRM should not be treated only as a tool of automation, but as an instrument whose outputs affect careers, incentives, and governance quality.

Human Resource Performance Evaluation in Higher Education

Human resource performance appraisal is a systematic process for evaluating employee contribution, effectiveness, and developmental needs in relation to organizational goals. In higher education, this process is more complex than in many other organizations because academic work involves multiple roles and diverse output forms (DeNisi & Murphy, 2017). Lecturer and staff evaluation may involve teaching, research, community service, institutional participation, and professional development, making fairness and contextual fit especially important.

The literature indicates that conventional appraisal systems often face problems of evaluator bias, limited data validity, delayed feedback, and weak alignment between performance indicators and

academic reality (Penilaian & Pegawai, 2025; Setiawati, 2024). In response, digital and AI-supported systems have been proposed as mechanisms to improve the consistency, objectivity, and responsiveness of evaluation. Rumengan et al. (2024) and Anas (2025) suggest that more integrated performance management systems can support monitoring, feedback, and organizational responsiveness, while Khojin and Syaifullloh (2025) emphasize that AI-based performance systems may identify development needs more accurately than manual processes.

Good University Governance (GUG)

Good University Governance (GUG) refers to the application of good governance principles in higher education management. Core principles commonly emphasized include accountability, transparency, participation, fairness, effectiveness, and efficiency (Bahri & Pahrudin, 2025; Hidayah & Ma'arif, 2023). In universities, these principles are particularly important because governance affects not only internal administrative performance but also public trust, academic reputation, and social responsibility.

Performance appraisal is a key governance domain because it shapes promotion, incentives, workload recognition, and professional legitimacy. For that reason, an appraisal system that is transparent, auditable, and fair contributes directly to stronger governance quality. AI may support this by improving data-based appraisal, creating clearer audit trails, and reducing dependence on purely discretionary judgment. Salsabila et al. (2024) note that AI governance must also emphasize ethics, algorithmic transparency, and stakeholder participation. This means that the governance value of AI lies not merely in faster data processing, but in enabling more accountable and institutionally defensible decisions.

AI Integration and HR Performance Appraisal

The literature consistently indicates that AI can strengthen HR performance appraisal through data automation, prediction, classification, and real-time analysis. AI can support more structured and evidence-based assessment by integrating quantitative and qualitative indicators that are difficult to process manually (Kaplan, 2020; Khojin & Syaifullloh, 2025). In educational contexts, intelligent systems can reduce subjectivity in the assessment of teaching quality, research contribution, and institutional participation (Mayasari, 2025; Nanny Mayasari et al., 2025). AI-based real-time information systems also allow broader and more timely analysis of performance data (Maryam Hasan et al., 2025).

In addition, hybrid intelligence perspectives suggest that AI does not replace human judgment but augments it by processing complex data patterns that can support better decision quality (Jarrahi et al., 2022). This is particularly relevant in universities, where performance evaluation is multidimensional and difficult to standardize. Accordingly, the following proposition is advanced:

P1: The integration of artificial intelligence has a positive effect on human resource performance appraisal in higher education.

HR Performance Appraisal and Good University Governance

Performance appraisal is not only an HR function but also a governance mechanism. When performance evaluation is measurable, credible, and transparent, it contributes to more accountable managerial decisions and strengthens trust in institutional processes (Penilaian & Pegawai, 2025; Setiawati, 2024). In higher education, performance systems affect promotion, incentives, workload recognition, and capacity development, making appraisal central to governance legitimacy.

The literature on university governance also indicates that transparent appraisal supports participation, fairness, and administrative effectiveness (Bahri & Pahrudin, 2025; Hidayah & Ma'arif, 2023). More integrated performance management systems may also improve institutional responsiveness and feedback mechanisms (Rumengan et al., 2024). Based on these arguments, the following proposition is formulated:

P2: Human resource performance appraisal has a positive influence on Good University Governance in higher education institutions.

AI Integration, HR Performance Appraisal, and Good University Governance

The governance relevance of AI becomes clearer when appraisal is treated as the mechanism linking technology and institutional outcomes. AI may enhance appraisal by improving transparency, consistency, and evidence-based evaluation; in turn, stronger appraisal practices can support better governance. Research on AI governance and decision support suggests that intelligent systems can

strengthen organizational accountability and strategic decision quality when implemented with appropriate safeguards (Salsabila et al., 2024; Gading Rayya Samita et al., 2024).

This logic also aligns with broader views that digital intelligence can help organizations become more adaptive and strategically flexible (Miroshnychenko et al., 2021). In higher education, this means that AI may influence governance indirectly through its contribution to more reliable and defensible HR performance evaluation. Therefore, the following proposition is proposed:

P3: Human resource performance appraisal mediates the influence of artificial intelligence integration on Good University Governance in higher education institutions.

Research Methodology

This study employs a descriptive qualitative design using a Systematic Literature Review (SLR). The SLR approach was chosen because it provides a systematic, transparent, and replicable way to synthesize prior knowledge on AI integration, HR performance appraisal, and Good University Governance in higher education. The review procedure follows the general stages of searching, screening, appraising, synthesizing, and analyzing the literature, as recommended by Habibi and Manurung (2023).

The literature search focused on relevant publications discussing artificial intelligence, performance appraisal, human resource management, higher education, and university governance. Sources were drawn from national and international academic publications published within a recent period to maintain relevance to contemporary developments in AI and digital governance. The inclusion criteria prioritized peer-reviewed articles and scholarly publications directly related to AI integration in HR evaluation, governance, or higher education management. The exclusion criteria removed opinion-only pieces, sources without clear relevance to higher education, and literature that discussed AI or governance without sufficient connection to performance appraisal.

The selected literature was analyzed using content analysis. This method enabled the study to identify key themes across publications, including efficiency, bias reduction, transparency, auditability, strategic flexibility, ethics, digital readiness, and human oversight. The analysis was intended not merely to summarize prior work, but to interpret how different strands of literature converge around the role of AI in strengthening or challenging governance-oriented HR performance appraisal in universities.

Discussion

This study sought to examine how the integration of artificial intelligence (AI) into human resource (HR) performance appraisal systems may support Good University Governance in higher education institutions. Overall, the reviewed literature suggests that AI has considerable potential to strengthen performance evaluation by improving transparency, consistency, efficiency, and data-based decision-making. More importantly, the findings indicate that the contribution of AI in this context should not be interpreted narrowly as a matter of technical automation. Rather, AI appears to have broader governance implications because performance appraisal in higher education is closely related to accountability, fairness, institutional legitimacy, and the quality of academic management. In this sense, the significance of AI lies not only in its computational capacity but also in its potential to reshape how universities evaluate, justify, and govern academic work. Taken together, these findings suggest that the contribution of AI in higher education should be assessed less in terms of technological novelty alone and more in terms of its capacity to strengthen the legitimacy of governance processes through more defensible and evidence-based appraisal practices.

First, the review shows that AI can enhance the quality of HR performance appraisal by reducing subjectivity and enabling more systematic evaluation. This finding is consistent with prior studies that describe AI as a means of improving accuracy and reducing evaluator bias in HR processes. For example, Mayasari (2025) and Khojin and Syaifulloh (2025) emphasize that AI-based systems can provide more consistent and data-driven assessments, while the literature reviewed in this study further suggests that such consistency is especially valuable in higher education, where performance evaluation often spans teaching, research, community service, and managerial responsibilities. Compared with earlier discussions that mostly focus on AI as an efficiency-enhancing tool, the present study highlights that in universities, objectivity in performance appraisal is not only an administrative advantage but also a governance requirement because the legitimacy of academic decisions depends heavily on fair and

credible evaluation processes. In other words, while earlier studies largely frame AI as a mechanism for improving appraisal efficiency and analytic precision, the present review shows that in higher education its more important value lies in supporting institutional fairness and the credibility of performance-based decisions.

Second, the findings indicate that AI may strengthen transparency in performance appraisal through traceable and auditable evaluation processes. This interpretation is in line with recent studies suggesting that AI-supported systems can increase trust in institutional assessment by making decision paths more visible and evidence-based. For instance, Iku-Silan et al. (2023) point out that AI-assisted systems can improve trust in educational decision-making, while Salsabila et al. (2024) underline the importance of AI governance, algorithmic transparency, and stakeholder participation in creating sustainable governance systems. The present study extends these insights by showing that transparency in higher education should not be understood merely as digital visibility of data, but as institutional openness regarding how appraisal decisions are generated, justified, and linked to governance principles. Therefore, the relevance of AI lies in its ability to support transparent evaluation procedures that are more resistant to manipulation, inconsistency, and unverified judgment. This point differentiates the present study from prior work that mainly associates transparency with improved user trust or system acceptance; here, transparency is interpreted more broadly as a governance condition that underpins the legitimacy of appraisal outcomes in universities.

Third, the literature suggests that AI integration can reinforce accountability in university HR management. Performance evaluation is one of the most sensitive governance functions in higher education because it influences promotion, incentives, career development, and institutional trust. The reviewed studies indicate that AI-based systems can strengthen accountability by providing measurable, timely, and documented performance evidence. This interpretation is compatible with Setiawati (2024), who shows that credible performance appraisal practices strengthen trust in university governance, and also with Rumengan and Dewi (2024), who emphasize the value of stronger performance monitoring systems in supporting managerial responsiveness. However, this study also suggests a more nuanced interpretation: accountability cannot be achieved by automation alone. AI may improve the evidentiary basis of evaluation, but accountability still depends on whether institutions can govern the technology responsibly, explain how decisions are made, and preserve meaningful human oversight. Thus, AI should be treated as an accountability-enabling instrument, not as a substitute for institutional judgment. Thus, compared with studies that present AI primarily as a monitoring or reporting solution, this review emphasizes that accountability in higher education remains fundamentally relational and institutional, requiring human interpretation, procedural clarity, and ethical justification in addition to technical capability.

Fourth, efficiency emerges as an important but secondary implication of AI integration. Several studies in the reviewed literature indicate that AI can process large and diverse performance-related data more rapidly, including teaching records, research output, service activities, student feedback, and administrative contributions. This supports earlier arguments by Anas (2025) and related studies that AI can reduce administrative burden and improve the speed of HR processes. Nevertheless, the present study indicates that efficiency should not be the dominant lens through which AI is evaluated in higher education. Universities are not purely administrative organizations; they are academic institutions shaped by professional norms, public responsibilities, and the tri dharma of higher education. For that reason, efficiency gains are meaningful only when they are accompanied by fairness, contextual sensitivity, and respect for academic values. This is where the present study differs from many earlier discussions, which tend to emphasize AI primarily as a tool for process acceleration rather than as a governance-support mechanism embedded in institutional ethics and responsibilities. Accordingly, the present review reorders the hierarchy of benefits commonly associated with AI adoption: efficiency is important, but governance legitimacy, fairness, and institutional trust are more fundamental benchmarks in the higher education context.

At the same time, the reviewed literature makes clear that the benefits of AI are conditional rather than automatic. Several studies warn that AI systems may reproduce new forms of bias if they rely on incomplete, discriminatory, or unrepresentative data. Concerns about algorithmic opacity, dehumanization, and privacy risks also appear consistently in the literature. These concerns are compatible with the broader caution raised by Born and Manica (2023), Nasrullah (2019), and Nuha et al. (2024), who emphasize the importance of ethical safeguards, human–AI collaboration, and

responsible interpretation of AI-generated outputs. The present study, therefore, interprets AI integration not as an inherently neutral or universally beneficial development, but as a governance challenge that requires digital readiness, data integrity, ethical standards, and institutional oversight. In other words, AI can support Good University Governance only when it is itself governed appropriately. This critical reading also extends recent optimistic discussions on AI adoption by showing that governance risks are not peripheral concerns but central conditions that determine whether AI-based appraisal strengthens or undermines institutional credibility.

The discussion also clarifies how this study differs from previous research. Earlier studies have generally examined AI in higher education in relation to administrative automation, teaching and learning, or general HR management, while governance has often been treated separately. In contrast, this study brings together AI integration, HR performance appraisal, and Good University Governance in a single conceptual discussion. This integrated perspective is important because it shows that AI-based performance appraisal should be assessed not only in terms of technical capability or managerial efficiency, but also in terms of its contribution to accountability, transparency, fairness, and institutional legitimacy. This is the main conceptual contribution of the study. Rather than asking only whether AI makes appraisal faster or more accurate, this study asks whether AI can help universities govern performance in a more credible and responsible way. By making this shift, the study moves beyond the dominant adoption-oriented narrative in prior literature and contributes a governance-oriented interpretation that is more appropriate to the institutional realities of higher education.

From a practical perspective, the findings suggest that universities should approach AI-based HR performance appraisal strategically rather than instrumentally. Institutional adoption should be accompanied by strong digital infrastructure, reliable data governance, transparent evaluation criteria, and sufficient human oversight to interpret results in context. Without these supporting conditions, AI may improve technical efficiency while simultaneously weakening trust and fairness. From a theoretical perspective, this study extends the literature by repositioning AI from a predominantly technical innovation to a governance-support mechanism in higher education. This shift is important because it broadens the conversation on AI from operational usefulness toward institutional responsibility and governance quality. Overall, the discussion indicates that the future relevance of AI in university HR systems will depend less on whether institutions can adopt the technology and more on whether they can govern its use in ways that remain transparent, fair, accountable, and aligned with academic values.

Conclusion

This study concludes that the integration of artificial intelligence into human resource performance appraisal has strong potential to support Good University Governance in higher education institutions. The reviewed literature consistently suggests that AI can improve the objectivity, transparency, efficiency, and consistency of performance evaluation by enabling more data-driven, timely, and traceable assessment processes. In universities, these benefits are particularly important because HR performance appraisal is closely connected to academic quality, institutional legitimacy, and governance accountability.

More importantly, this study argues that AI should not be understood merely as a technical instrument for automating evaluation. Its broader significance lies in its capacity to function as a governance-support mechanism that strengthens accountability, fairness, transparency, and institutional effectiveness. This study therefore contributes by explicitly linking AI integration, HR performance appraisal, and Good University Governance in one analytical framework.

From a practical perspective, the findings suggest that universities should adopt AI in HR performance appraisal carefully and strategically. The positive contribution of AI depends not only on technological sophistication, but also on data quality, digital infrastructure, ethical safeguards, transparent criteria, and meaningful human oversight. Without these conditions, AI may improve efficiency while failing to improve governance quality.

This study has several limitations. As a literature review, it does not provide direct empirical evidence from actual AI implementation in Indonesian higher education institutions. In addition, several relevant discussions in the available literature remain fragmented across HRM, educational technology, ethics, and governance studies. Future research should therefore move toward empirical investigation of how AI-based HR performance appraisal is implemented in universities, how academic actors respond to it, and under what governance conditions it can genuinely strengthen fair, transparent, and

sustainable university governance.

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