

Development of Human Resource Management in Islamic Educational Institutions

Abu Yazid

abuyazid190873@gmail.com

ABSTRACT

The era of globalization and information has brought major changes to the order of human life, including in the field of education, especially in Islamic educational institutions. Facing this competition requires quality human resources, having high competence and professionalism. One way to improve competence and professionalism is to develop human resource management for educators and educational staff, independently or together.

Keyword: Human Resource Management, Islamic Educational Institution

INTRODUCTION

The era of globalization causes rapid changes in various aspects of life including in organizations or institutions. For this reason, adjustments are needed in the aspects of the organization including human resources. It is hoped that with the existing human resources the organization can optimize it so as to achieve the stated organizational goals.

The era of globalization and rapid technological advances creates competition between nations, between companies, between organizations / institutions and others. To achieve the expected goals, competent human resources are needed, have high enthusiasm and discipline in carrying out their roles and functions both individually. The progress or failure of a nation, company, or organization/institution depends on the quality of its human resources. Human resources have a very important role in their interaction with advances in science and technology, including in the field of education.

Education has an important role in the development of human resources on earth. To carry out their duties as leaders on earth, humans need knowledge and knowledge that supports their duties and obligations so that they can be carried out properly. This is in accordance with the mandate of Law No.20, 2003, Chapter II, article 3, regarding the functions and objectives of education, namely:

"National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."¹

Education is an integral part of everyone's life. Education affects the economic growth of a nation in improving the quality of Indonesian human beings, Education is not only the responsibility of the government, but a shared responsibility, including the private sector and the community. All components have a responsibility in improving the quality of education.

One of the educational problems faced by the Indonesian nation is the low quality of education at every level and unit of education, especially primary and secondary education. Various efforts have been made to improve the quality of national education, such as the development of national and local curricula, improving teacher competence through training, procuring books

and learning tools, procuring and repairing educational facilities and infrastructure, and improving the quality of school management. However, various indicators of the quality of education have not shown significant improvement. Some schools and madrasahs, especially in the cities, have shown encouraging improvements in the quality of education, but others are still causing concern.

Improving the quality of education is a top priority in all educational institutions. Similarly, Islamic educational institutions are in the process of becoming educational institutions that have equal quality with other educational institutions and even become high-quality educational institutions. Islamic educational institutions should not be less competitive with educational institutions that prioritize general education. The intended competition is competition in the quality of education that is built from planning, process, and evaluation in accordance with the National Education Standards (SNP). The quality of Islamic educational institutions actually exceeds general education, because Islamic educational institutions have advantages in religious subjects. This is the advantage of Islamic education institutions to become more marketable for stakeholders.

In reality, the problems faced by Islamic educational institutions are so diverse. Starting from human resource management problems, leadership problems, human resources, financial, and institutional problems. Improving the quality of Islamic educational institutions needs to be pursued by prioritizing quality analysis theories and their application in every managerial process. The quality aspect will benefit the world of education at least because quality improvement is the responsibility of educational institutions to provide services to students. In addition, to ensure the quality of graduates can be accepted in society and the world of work.²

LITERATURE REVIEW

1. HR Development Management at Islamic Education Institutions, by Muhamad Priyatna (2016). Human resources are a very vital element in every organization, because the human resource factor is very dominant in the work process of the organization, so to achieve organizational goals, human resource development needs to be carried out to improve employee

performance, skills, behavior and knowledge. In addition, changes that occur with modernization both within the scope of the organization and outside the organization demand the development of human resources, so that as an investment in the organization, human resources play an important role in the growth of a nation. For this reason, as the main resource of the organization, full attention to human resources is a necessity, because dynamic environmental conditions, employee placement, do not always lead to success, environmental conditions that tend to change require organizations to continuously adjust and develop human resources according to organizational needs.

2. Human Resource Development in Islamic Education Institutions, by Djamaluddin Perawironegoro (2018). Human resource development in Islamic schools/madrasas is a necessity to achieve the expected goals. The development is the development of professionalism and professionalism. The activities are carried out through learning, education, development, and training.
3. The Position of Islamic Education Human Resource Management in the Era of Globalization, by Aldo Redho Syam (2017). The position of Islamic education human resource management in the era of globalization is very important and an integral part in the continuity of achieving goals and objectives in Islamic educational institutions. The position of Islamic education human resource management is seen in terms of the management of Islamic education human resources carried out by the leadership of Islamic educational institutions. This is because the management of Islamic education human resources by the leaders of Islamic education institutions is a very important thing to do, where the management is not only limited to empowering Islamic education human resources, but also by providing guidance, development, and

improvement of Islamic education human resources. Therefore, leaders of Islamic education institutions must understand in detail the scope of management that must be considered in empowering, fostering, developing, and improving Islamic education human resources in their institutions, so that later it will not become a stumbling block for Islamic education institutions in the current era of globalization.

Human Resource Management

Organizations consist of various resources as 'inputs' to be processed into an 'output'. These resources include capital, technology, methods, people, and so on. Among these resources, human resources (HR) is the most important element. To plan, manage and control human resources requires a managerial tool called human resource management.

Schuler, Dowling, Smart and Huber (1992: 16) define HRM as follows:

Human Resource Management (HRM) is the recognition of the importance of an organization's workforce as vital human resources contributing to the goals of the organization, and the utilisation of several functions and activities to ensure that they are used effectively and fairly for the benefit of the individual, the organization, and society.³

Samsudin explains that human resource management is an activity carried out so that human resources in the organization can be utilized effectively and efficiently to achieve various goals. Meanwhile, Rivai and Jauvani explain that human resource management (HRM) is a collection of knowledge about how to manage human resources which includes aspects of planning, organizing, implementing, and controlling production, marketing, and staffing functions in achieving company goals.⁴

The activities related to HRM include: 1) Organization Design, 2) Staffing, 3) Reward systems, benefits, and compliance, 4) Performance Management, 5) Worker and Organizational Development, (6) Communication and Public Relations. Meanwhile, the functions of HRM are: 1) Staffing/Employment; planning, recruiting, and selecting, 2) Performance Evaluation; assessing employee performance, 3) Compensation; providing compensation/reward, 4)

Training and Development; conducting training and development programs for new employees, 5) Employee Relations; having a union and taking care of agreement issues with the union, 6) Safety and Health; having and implementing safety programs, and 7) Personnel Research; improving the effectiveness of the company, analyzing individual and company problems and making appropriate changes.⁵

Islamic Education Institutions

Islamic institutions play an important role in the implementation of learning between educators and students. Islamic educational institutions are classified into two forms, namely "formal educational institutions that teach religious knowledge, and non-formal education that teaches general education including philosophy". George Makdisi calls Islamic educational institutions as exclusive educational institutions that only teach religious knowledge, and inclusive educational institutions that teach general knowledge.⁶

In general, Islamic education is the science of education based on Islam, therefore, Islamic education must be sourced from the Qur'an and Prophetic traditions. Islam is a religion that Allah SWT commands humans to embrace as a whole and as a whole. This Islamic teaching is intended for humans as a guide to a straight path when carrying out life tasks and achieving life goals in this world. Thus the teachings of Islam were created by Allah SWT in accordance with the process of creation and the purpose of man on this earth. But humans, with all their shortcomings, will not carry out the demands of Islam properly without understanding, knowing and understanding Islam deeply and thoroughly.

Islamic education at the beginning of its development has had an advantage because of its own style, which is comprehensive with the intention that students are encouraged to be able to pour out all the abilities they have. The goals in Islamic education consist of religious goals and worldly goals. The new policy for worldly goals has been manifested in efforts to emphasize work skills in the framework of lifelong education. Both goals can only be achieved if the education system is effective and comparable.

Endang Saifuddin Azhari provides an understanding of Islamic education as "the process of guidance (leadership, demands, proposals) by the student subject towards the development of the soul (thoughts, feelings, will, intuition

and so on) and the body of the student object with certain material materials, at a certain time, with certain methods and with existing equipment towards the creation of a certain person accompanied by evaluation in accordance with Islamic teachings.⁷

Islamic education is built on the main principles that shape its characteristics, namely: 1) Purposeful creation, with the intention that education is a form of worship with interaction with nature, humans as the focus and faith as the goal. 2) Comprehensive unity, namely the unity of individual development, society and the world and the unity of mankind as a characteristic of universality. Plus the unity of knowledge that includes various disciplines of science and art. 3) A solid balance, namely the balance between theory and application, for individuals and society, and between fardhu "ain and fardhu kifayah both religious and worldly.⁸

METHODS

Sugiyono explained that the research method is a scientific way to obtain valid data that aims to be discovered, proven and developed by a knowledge so that it can be understood, solved, and used to anticipate problems.⁹ This research is a qualitative approach with literature analysis.

RESULTS and DISCUSSION

The problems of education in Indonesia are generally identified in four main crises: quality, relevance, elitism and management. Various quantitative indicators are put forward with regard to the four problems above, including comparative analysis that compares the situation of education between countries in the Asian region. These four problems are major, fundamental and multidimensional, making it difficult to find a solution.¹⁰

In general, these educational problems occur at all levels, both general education and Islamic education, which are considered to be more problematic. Problems that occur in Islamic education are often assumed to be education that is supported in decline, backwardness, helplessness, and poverty, both at the national and international levels.

Islamic educational institutions must be able to show their existence as educational institutions that are able to compete in the global era that will be

in great demand by users of educational institutions because they are able to respond to the demands and needs of society at large. For this reason, Islamic educational institutions must immediately improve themselves to become superior and effective educational institutions and be able to show their Islamic character in responding to the development of education and the demands of education users, especially Islamic education. In order to become a superior and highly competitive education and in demand by the community, Islamic educational institutions must begin to improve themselves oriented to the needs and demands of the global world without eliminating the existence and characteristics of Islam.

Human resources are one of the most important factors in an organization / institution, especially educational institutions. This means that the success of an educational institution is largely determined by the human resources in it. Similarly, in Islamic educational institutions, the existing human resource factors determine the quality of education produced. Educational results in Islamic educational institutions will be of quality if supported by quality human resource management as well. Human resource management in an educational institution including Islamic educational institutions is absolutely necessary to achieve maximum results. No matter how advanced technology is today, but still the human factor plays a very important role in the success of an organization.¹¹

Human resource management in Islamic educational institutions is very important related to how to manage, organize and utilize employees and educators in the institution so that they can function productively for the achievement of the goals of the educational institution concerned. Human resources in Islamic educational institutions need to be managed professionally so that there is a balance between the needs of teachers and employees with the demands and capabilities of the educational institutions concerned. The occurrence of this balance is the main factor so that educational institutions can develop productively and naturally.

Human resource development is carried out through a planned and structured activity in development activities, including the provision of development activities, implementation, direction, and evaluation, the ultimate goal of which is to increase professionalism and professionalism. In practice, this can be done through learning, education, development and training activities.

In Islamic educational institutions, human resource development activities are closely related to improving the competence of educators and education personnel, namely pedagogical competence, personal competence, professional competence, and social competence. Competency improvement in schools or madrasah is done in 2 ways: 1) independently, which is done by increasing self-capacity through learning activities, adding insight and knowledge, and experimenting with this knowledge, 2) jointly, which is done with other teachers, principals, supervisors, or perhaps an expert who contributes to development. In addition, human resource development in Islamic educational institutions is carried out on developing the qualifications and competencies of educators and education personnel. In the development process, the role of all elements of the school or madrasah is needed to help create an environment that supports this development. With the hope of environmental harmony, it becomes a force that supports the development of expected human resources.¹²

CONCLUSIONS

The conclusions of this study are: 1) to improve the quality of education in Islamic educational institutions, one of them is to develop human resource management by increasing the competence and professionalism of teaching and education personnel, 2) increasing competence and professionalism can be done independently or together.

LITERATURE

Undang-Undang Republik Indonesia, No.20, Tahun 2003, tentang Sistem Pendidikan Nasional, Bab II, Pasal.3

Umar dan Ismail, 2017, Peningkatan Mutu Lembaga Pendidikan Islam, (Tinjauan Konsep Mutu Edward Deming dan Joseph Juran), *Jurnal Pendidikan Islam Iqra'*, Vol. 11 Nomor 2, Fakultas Tarbiyah dan Ilmu Keguruan [FTIK], IAIN Manado

Priyono dan Marnis, 2008, *Manajemen Sumber Daya Manusia*, Penerbit: ZIFATAMA PUBLISHER, h. 4

Marbaawi Adamy, 2016, *Bahan Ajar Manajemen Sumber Daya Manusia*,; Teori, Praktek, dan Penelitian, Penerbit: Unimal Press, h. 3-4

Masran dan Mu'ah, 2017, *Manajemen Sumber Daya Manusia Profesional*, Penerbit: Zifatama Publisher, h. 3

Sri Rokhmiyati, 2018, Konsep Manajemen Sumber Daya Manusia Dalam Kelembagaan Islam, *INJECT (Interdisciplinary Journal of Communication)*, Vol.3, No.2

Ahmad Zain Sarnoto, 2017, Sumber Daya Manusia Dalam Pendidikan Islam, *MADANI Institute Volume 6 No. 2*.

Ahmad Zain Sarnoto, 2017, Sumber Daya Manusia Dalam Pendidikan Islam, *MADANI Institute Volume 6 No. 2*.

Sugiyono. (2012). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta. h. 2

Lukman Hakim, 2017, Penataan Pendidikan Islam Bermutu, *Jurnal Pendidikan Agama Islam -Ta'lim Vol. 15 No. 1*.

Endang Sih Pujiharti, 2019, Pengelolaan Sumber Daya Manusia Efektif di Lembaga Pendidikan Islam, *Tarbiyatuna: Jurnal Pendidikan Ilmiah Vol. 4 No. 2*.

Djamaluddin Perawironegoro, 2018 Pengembangan Sumber Daya Manusia Di Lembaga Pendidikan Islam, *Tajdidukasi, Volume VIII, No.*