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**THE WORLD CHALLENGE OF ISLAMIC EDUCATION TOWARD HUMAN RESOURCES
 DEVELOPMENT**

Riza Ashari¹, Aldo Redo Syam², Agus Budiman³

¹ Universitas Darussalam Gontor Ponorogo; ² Universitas Muhammadiyah Ponorogo;

³ Postgraduate, Universitas Negeri Surabaya

¹riza.ashari@unida.gontor.ac.id; ²aldoredho@umpo.ac.id; ³agusbudiman@mhs.unesa.ac.id

Abstract. The problem of human resources is still a focus and a spell for Islamic educational institutions to survive in this era of globalization. Human resources have a major role in every activity of Islamic educational institutions. Although supported by facilities and infrastructure and excessive sources of funds, but without the support of reliable human resources activities of Islamic education institutions will not be resolved properly. So, the quality human resources development in Islamic education is needed in Islamic educational institutions to a better direction. And the development needs top management support as an important first step to do not just lip service. Leaders should be able to mobilize the development of human resources of Islamic education in their institutions. Human resources development in Islamic education can affect organizational performance by using human resource expertise related to management practices and targets are broad, not only limited to operational human resources, but also includes managerial level. So it is not wrong if the challenge of education at this time lies in the aspect of human resource development of Islamic education, whereas if done well, this development will provide an essential value to support the success of Islamic education institutions, especially in the current era of globalization.

Keywords: Education; Human Resource and Development

A. INTRODUCTION

The problem of human resources is still the focus and inclination for an organization to remain able to survive in the era of globalization. Human resources have a major role in every organizational activity. Although supported by facilities and infrastructure and excessive sources of funds, but without the support of reliable human resources company activities will not be resolved properly. HR is the most important resource for mobilizing and synergizing other resources to achieve organizational goals, it shows that human resources are the key point to be paid attention to with all its needs.

As the key, human resources will determine the success of the implementation of the activities of Islamic education institutions. The demand for Islamic educational institutions to acquire, develop and sustain quality human resources is increasingly urgent in keeping with the ever-changing environmental dynamics. Changes need to get top management support as an important first step to do not just lip service alone. Leaders must be able to mobilize a team, work processes must be developed and human resource processes should be the main focus. Changes and improvements in the role of human resources functions are essential to support the success of Islamic education institutions.

Good management of human resources can affect the totality of the performance of Islamic educational institutions, by creating value or using human resource expertise related to management practices and the target is broad enough, not only limited to operational human resources alone, but also includes the managerial level that exists in Islamic educational institutions. Human resources in Islamic educational institutions is a driving force that is much influenced by the behaviour of its leader. The participation of human resources in Islamic educational institutions is regulated by the granting of authority and responsibility. Formulate the authority and responsibility to be achieved human resources must be with some standards that have been established and agreed by human resources in Islamic education institutions.

The development of human resources will encourage and support in improving the performance of human resources as a whole, which is reflected in the increase in productivity. In the end, Islamic educational institutions will be able to run well if the human resources in Islamic educational institutions can develop properly in carrying out the authority and responsibility that has been established by leaders in Islamic educational institutions. However, at this time the world of Islamic education faces various challenges in terms of human resources in Islamic educational institutions, so it needs to be raised a discourse about the challenges of the world of Islamic education and efforts to deal with it wisely and realized in the hope of becoming Reflection in the face of various problems more complex.

B. DISCUSSION

1. Human Resource Development Islamic Education

In Islam, human resources are not only described as human beings who produce high science and technology but also can be called human beings capable of leading to the superiority of science and also have a higher understanding, that is, "man with all his perfection". As human resources in the Qur'an, it is often mentioned with the word *ibad as-sholihin* which means the servant who has the resources.¹ Development of human resources at this time must be in line with the development of Islamic education paradigm, in line with the needs of development, so as to position human resources as a complete *ibad as-sholihin*. Development of human resources in Islamic educational institutions in long-term program, this is to be able to prepare human resources who have knowledge and have high quality both in national and international.

Human resources in Islamic educational institutions is a major asset in determining the success of Islamic educational institutions to achieve its goals. Therefore, Islamic educational institutions are always trying to get the human resources that have the competence as needed, so that the implementation of tasks and work can be done effectively. To obtain these human resources, the steps that can be done by Islamic educational institutions is to develop the quality of human resources that really qualified in accordance with the needs of the organization (Sonny Hersona etc, 2012:717).

The uncultured man will be immersed in the flow of globalization and he has no identity. Globalization greatly affects developing countries, not least Indonesia which is predominantly Muslim. Such influence will also be experienced by its citizens, its human resources. According to H.A.R Tilaar, there are 3 elements of resources that can be developed in an Islamic educational institution, namely natural resources, human resources, and cultural resources. In terms of cultural resources, he explained that cultural resources are members of society who have pride in their culture, and can be a productive element of human resources in the era of globalization (H.A.R Tilaar, 2002:60).

The era of globalization, characterized by transparency in all areas of life, has demanded that qualified human resources possess an adequate set of knowledge and skills, balanced by the values that conform to the needs of an unlimited world of Islamic education,

¹ One of the words of Allah SWT which mentions it is in the letter of an-Nur, the verse: 55, which means: "And Allah has promised those who believe among you and do righteous deeds that He really will make them reign on the earth, as He has made those who were before them in power"

meaning that communication between people becomes so easy, so fast, and so intensive that the boundaries of space disappear. The values are; professionalism, competitive, effective and efficient in the work order, so that the function of Islamic education is not merely as an agent of knowledge, but must be able to accommodate the experience, skills and values of globalization in one package of Islamic education (Ruma Mobarok, 2013:106).

The problem of the world of Islamic education in Indonesia an facing the era of globalization actually lies in the issue of increasing human resources capable of seeking the achievement of the whole man, thus displaying a solid and solid stance, starting from sincere intentions, acting in harmony with the *siratul mustaqim* and demonstrating a series of synchronous behaviors, obey the principle in an effort to achieve the pleasure of Allah SWT (Ahmad D. Marimba, 1997:12). According to Hery Noer Aly, the goal of Islamic education for human resource development is in harmony with the purpose of the presence of Islam is to deliver every Muslim individual to obtain happiness in the world and the hereafter by submitting, pious and worshipping to Allah (Hery Noer Ali and Mundier H.S, 2000:141). In particular, to educate the pious individual by paying attention to all the dimensions of his development, namely the spiritual, emotional, social, intellectual and physical dimensions, educating members of pious social groups in both families and Muslim societies, and educating pious human beings for the true human society (Hery Noer Ali and Mundier H.S, 2000:143).

As a national education subsystem, the achievement of Islamic education goals will support the achievement of national education objectives as a whole. The vision of Islamic education is certainly in line with the vision of national education, the vision of national education is to realize a pious and productive Indonesian man as a member of Indonesian society. While the mission of Islamic education as a manifestation of the vision is to realize the values of Islam in the formation of human resources. The human resources that are aspired to are pious and productive human resources. This is in line with the trend of life of the 21st century, religion and intellect will meet each other (H. A. R Tilaar, 2004:150).

2. The Importance of Human Resource Development in Islamic education

One of the important areas of the Islamic education administration is related to the human resources involved in the Islamic education process, whether it is the Educator or the Education staff. The intensity of the Islamic education world relating to humanity can be seen as an important distinction between Islamic educational institutions and other educational institutions, as Sergiovanni says that "Perhaps the most critical difference between the school and most other organization is the human intensity that characterize its work. School are human organization in the sense that their products are human and their processes require the socializing of humans" (Thomas Sergiobanni, 1987:134).

Human resources in the context of the implementation of Islamic education is *people who are ready, willing, and able to contribute to organizational goals* (William B. Werther and Keith Davis, 1993:635). Human resources of Islamic education in the current era of globalization requires a good management system and implementation in an effort to improve their performance in order to contribute to the achievement of the expected goals. Increased human resource performance will impact on the better performance of Islamic educational institutions in carrying out its role. As Imam Musbikin says that:

Development of human resources in Islamic educational institutions requires the management and organization of systematic and directed so that the process of achieving the goal can be implemented effectively and efficiently. This means that the development of human resources is very important for the success of running the system of management and implementation of Islamic education in Islamic educational institutions (Imam Musbikin, 2013:316).

The excellent and qualified human resources of Islamic education currently occupy an important position, this is because every Islamic educational institution needs their services, their skills, and always wants to encourage them to perform high and commit themselves to develop their competencies. As Barney says that the human resource system

can support a continuous competitive advantage through the development of human resource competencies within the organization (Edy Sutrisno, 2012:11).

In today's era of globalization that is fraught with change, the development of human resources of Islamic education is a very challenging, rapidly evolving change and encompassing a very wide range of issues. According to Mathis, it can be concluded that the challenges faced in developing human resources in the implementation of Islamic education are in aspects: 1. Economy and technological developments, 2. Availability and quality of the workforce, 3. Population with problem-the problem, and 4. Organizational restructuring (Mathis and J.H Jackson, 2001:4). Therefore, human resources development in the implementation of Islamic education becomes something that is decisive for success in the run of Islamic educational institutions, failure in organizing it will have an impact on the difficulties of Islamic education institutions in facing various challenges.

Human resources development in the implementation of Islamic education is a factor that will determine the performance of Islamic educational institutions, the accuracy of utilizing and developing human resources and integrate it in a unity of movement and direction of the organization will be important for improving the capability of Islamic education institutions in achieving its goal. As proposed by Werther and Davis, "the purpose of human resources management is to improve the productive contribution of people to the organization in an ethical and socially responsible way" (William B. Werther and Keith Davis, 10).

Human resources development in Islamic educational institutions as a whole is an important thing and has a good influence for the progress of Islamic education institutions because basically all Islamic educational institutions are moving and running because of the reciprocal of human resources working in educational institutions Islam, which is based on the following things:

- a. Human resources or labour is a central factor in education, given its very important role in the implementation of Islamic education system.
- b. Human resources are also internal customers that determine the final quality of a product and organization (E. Mulyasa, 2005:231).
- c. Human resources need to be arranged in such a way as to obtain optimal results (E. Mulyasa, 2005:126).
- d. By utilizing human resources by managers in an organization effectively and efficiently, will optimize the achievement of organizational goals and utilization of human resources starting from doing the right planning, steady organization, the preparation of appropriate staff and professional, directed and supervised supervision well will ensure the functioning of the managerial process (Syafaruddin, 2002:45).
- e. Teachers are a very important human resources role in educating and teaching because the success of teaching and learning activities depends on the ability of teachers in preparing or designing teaching and learning in Islamic educational institutions (Burhanuddin, 2003:34).
- f. Human resource is an important factor for the success of Islamic educational institutions, needs to be managed properly, because, through efforts and creativity of quality human resources, Islamic education institutions can produce a product and service quality.

3. Challenges of Islamic Education Toward Human Resource Development

The era of globalization that is characterized by transparency in all areas of life, has demanded competitive qualified human resources to have the ability to participate in the competition. If we consider that performing the task is a competition, then the competitive quality of human resources are those who can think creatively and productively. Creative-minded human resources can compete and can create new creations. Creative thinking is based on the ability to think exponentially and explore various components in a diligent and tenacious to produce an innovation (Zainal Arifin, 1998:76).

Implementation of Islamic education in Indonesia is still facing many problems, among them are: 1. Learning outcomes Islamic education is not in accordance with the goals of Islamic

education itself, 2. National education has not been fully able to develop a religious Indonesian humans, morals, character and patriotic, 3. Failure of Islamic education is due to the lesson focuses on the things that are formal and memorized, not the meaning, 4. Islamic education is more emphasis on the ability of verbalism and numerical ability (count), while the ability of self-control and cultivation of faith is ignored, 5. The delivery of morality materials in schools is limited to theory, whereas what is required is a religious atmosphere, 6. Problems Islamic education in schools is currently experiencing problems methodology (Muhsinah Ibrahim, 2015:45).

Relation to the problems of Islamic education above, quality human resources is a thing that is needed, because they have the advantage in achieving for the progress of Islamic education institutions, especially in this era of globalization. As Mansour Fakhri explained about the era of globalization, that is:

The process of integrating the national economies of nations into a global economic system is believed to be a promising future, that is, global economic growth that can bring global prosperity to all. The process of globalization is characterized by the rapid development of the ideology of capitalism, the more open and globalized the role of markets, investments and production processes of transnational corporations reinforced by the ideology and order of the new world of commerce under the rules set by global free trade organizations (Mansour Fakhri, 2001:196).

Implementation of Islamic Education in the era of globalization at this time is not related to the Law of National Education System, Number.20, 2003, which in the law has given a picture of the movement of the representative for the implementation of Islamic education in accordance with the background culture and diversity of the Indonesian nation. However, the existence of a nation can not be separated from the dependencies of other nations, so the world of Islamic education also be the impact of it. John Naisbit and Alvin Tofler illustrate that the current era of globalization is getting narrower. The world is a global village (John Naisbit and Patricia Aburdene, 1990:3).

One of the qualities of quality human resources needed in the implementation of Islamic education in the era of globalization is that those who are not satisfied with what has been done and produced, but rather feel curious about its performance. Innovative human resources can only be generated through the process of developing creative thinking skills. That is, competitive qualified human resources must have intellectual intelligence in order to have many alternatives in choosing and determining the right strategy, as Robert Reich, argued that the intelligent quality man has characteristics such as: 1. Added Values, 2. Abstraction System Thinking, 3. Experimentation and Test, dan 4. Collaboration (Mastuhu, 1998:2).

The steps that can be done in human resources development in the world of Islamic education at this time, the aspects that must be considered four things:

- a. Club type is a type of human resources development that uses a low-cost strategy that focuses on cost control.
- b. Baseball team type is a type of human resources development strategy where the institution carries out an innovation strategy, a strategy that always prioritizes the creation of new products, takes risks, and rewards creativity.
- c. Type academy is a type of human resource development with the orientation of the institution using innovation and strategy that runs between baseball team type and club type or combine it.
- d. Type fortress is a type of human resource development that is oriented at a high level of competition so that the orientation of this strategy tends to be retrenchment (retention) and only maintaining the individuals who become the main supporter of the institution's functions and the withdrawal of passive bodybuilding (Ahmad Fatah Yassin, 2011:81-82).

In human resources development, Islamic education has different developmental steps with education in general. Education is basically what it sees, hears, feels, and does. In terms of

human resource development in the implementation of Islamic education in the era of globalization, Abdullah Syukri Zarkasyi, said that human resources development in Islamic educational institutions can be implemented with the following steps:

- a. *Direction*, on human resource development, guidance before carrying out various activities is absolute and very important. With guidance, Human Resources will be given an understanding of all activities to be implemented, and evaluated thereafter. It aims to know the standard implementation of these activities. This understanding is very necessary, so they understand what to carry out activities, how the implementation techniques, why should be implemented, how the implementation, what content and philosophy.
- b. *Training*, in improving resources with direction alone is not enough training needs to make human resources more understanding and able to do its job. With Training, they can be skilled in behaving and responding to this life, have a broad insight, both knowledge insight, experience, education and leadership. The training is not just an organization's need but more than it adds to their ability to grow and develop themselves and their tasks.
- c. *Assignment* is a process of strengthening and self-development, then who gets a lot of tasks or involve themselves to play and functioning themselves in various activities and tasks, then he will be strong and skilled in solving various problems of life. In addition, the task is actually honour and trust and well-being, so it is lucky that people get the tasks and are able to finish it because he means respectable and trustworthy.
- d. *Habituation*, in the process of developing human resources, is not enough just by direction, training and assignment. Habituation is an important element in the mental development and character of human resources. Education is habituation and is one method of Islamic education is very important, because with this habituation eventually, an activity will belong to human resources in the future.
- e. *Escort*, constitutes all tasks and activities of human resources in obtaining guidance and assistance, so that all activities and tasks more organized, organized, controlled, evaluated and can be known. This escort is very important to educate and motivate, not only for the person who runs it, but for the board, the instructor and even the leader are also educated, such as the expression, that the teacher actually not only teaches his students, but he also teaches himself. By escorting the whole program and tasks will go well. It is also intended for the process of controlling human resources in discipline and quality of education.
- f. *Uswatun Hasanah* is an effort to give and be a good example for others. In the development of human resources, this effort becomes very important in the successful implementation of Islamic education. Modeling is part of some of the most powerful and effective steps in preparing and shaping human resources morally, spiritually and socially. Because, human resources is an ideal example in the implementation of Islamic education, whose behaviour and manners will be imitated, realized or not, even all examples will be attached to themselves and their feelings, whether in the form of speech, deeds, material things, or spiritual.
- g. The six methods of human resource development are not sufficient if not accompanied by approaches. The approach in human resource development here is a step taken to achieve success in the development, which consists of three kinds of approaches, namely: 1. The humane approach, 2. Program approach, 3. Approach to idealism (Abdullah Syukri Zarkasyi, 2011:45-50).

C. CONCLUSION

Human resource development Islamic education cannot be separated from the goals and mission of Islamic education that has been running at this time. The development is a plan of how the quality of human resources owned to grow to a better direction, increased skills and have good loyalty. Human resources development is needed by Islamic educational institutions in order to develop more dynamically.

Human resources development in Islamic education is a very important in accordance with the needs, the process in this development requires a long-term process to increase the

potential and effectiveness and increase knowledge, abilities, attitudes and personality done consciously, directed, programmed and integrated, so that later the development of these resources can generally improve the quality of Islamic educational institutions and in particular can improve the quality of human resources physically and non-physically.

The low quality of Islamic education in this era of globalization is caused by the low quality of human resources in Islamic educational institutions, in this case, is the teacher. So the challenge of Islamic education lies in the aspect of human resource development with the expected quality, of course will not be born in an instant, the need for a strategy that leads to the preparation and development of human resources in accordance with social transformation very quickly, as for human resource's development strategy in facing the challenge of Islamic education at this time is *direction, training, assignment, habituation, escort, uswatun hasanah*, and *approaches*.

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