

Educational Challenges to Human Resource Development in Islamic Education Institutions

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ABSTRACT. One of the important resources in management is human resources (HR) or human resources. The importance of human resources needs to be realized by all levels of management, including management, the importance of human resources needs to be realized at all levels of management, including the management of Islamic education. This study uses a literature study research method. The problems outlined include (1) Human resources in educational institutions (2) Problems and challenges of Islamic education and (3) the development of human resources in Islamic educational institutions in responding to the challenges of the times. The author aims to analyze the problems and challenges of human resources in Islamic educational institutions so that they are able to respond to world challenges and continue to exist to accompany the quality of national education.

Keywords: *Challenges in the world of education, HR development, Islamic Education Institutions*

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INTRODUCTION

Indonesia is one of the countries where the extent of government services to Indonesian education is measured. based on statistical data, Indonesia gets a score of 77 below the State of Ethiopia, which has a score of 79 (Yunof Candra, 2019). In Indonesia itself, there is no national mapping or evaluation of the quality of teachers in Indonesia. there are National Exams and UNBK and the like, and now there is a Minimum Competency Assessment (AKM) that aims to evaluate students. However, educators need to realize that there is no comprehensive evaluation. It's just filling out a questionnaire and assessing the school environment, not from a scientific and linear point of view (Azis et al., 2022; Wiewiora & Kowalkiewicz, 2019). Because of this, the government is increasingly prioritizing teachers throughout Indonesia to participate in the Teacher Professional Education Program (PPG) (Sidik et al., 2018). The aim is to slowly improve the performance and quality of teachers in order to improve the quality of education.

Similar to education at the elementary, middle and high school levels, at the tertiary level (PT) also experiences the same problem. It is not uncommon for graduates of both public and private tertiary institutions when they become alumni to experience difficulties in finding jobs that are in accordance with the fields of scientific discipline obtained while sitting in lectures (Karim et al., 2021; Sandria et al., 2022). So, whatever job is obtained if it can meet the needs of life will be

carried out so that placing the position of the diploma obtained is not building knowledge but being the ultimate goal to get any job. Gradually education will lose its function and purpose (Dewi Wuryandari, 2015).

In addition, this phenomenon occurs in Indonesia followed by several factors, namely, there are few jobs, but a large number of interested parties, jobs that meet educational qualifications do not open many suitable companies or institutions, lack of cooperation in educational institutions such as high schools and universities which responsible for building cooperation in the form of MOUs with companies, institutions, and communities both at the regional and provincial levels (ILO, 2009).

Universities or higher education equivalents are responsible for directing graduates / ensuring that graduates from tertiary institutions get jobs and can channel the skills they have acquired while in college. For example, the Bandung Institute of Technology has an MWA (Management of Trustees) program that takes care of everything and conducts research on graduates, ensuring that when they graduate they get a good job or career path. Most of what is discussed are the issue of human resources (HR) (Stofkova & Sukalova, 2020). Because as the number of incoming students increases, it is important to increase the number of qualified lecturers. Between 10 students to 1 lecturer. Especially now that there is an ongoing incessant effort to build tertiary institutions with a lot of interest and to recruit young lecturers (Baharun et al., 2021; Santosa & Devi, 2021; Subaidi et al., 2021).

According to educational research institutes in Indonesia, around 80% of applicants for high school graduates are currently enrolled in tertiary institutions. So it can be concluded that the roots start from high school with the aim of increasing the quality of graduates evenly. The quality of a superior university is determined by superior students as well as selection of higher education institutions (Apriyan et al., 2015). Apart from that, another problem is that Indonesia is still in the status or phase of conducting curriculum trials and other policies that are still running today. There are so many existing curricula that it makes the focus of education increasingly unclear. Starting in 1993 until now, Indonesia has a long history of changing curricula which has led to continuous renewal without any concrete evaluation. Therefore, the quality of Indonesia is our quality together (Ali, 2019; Nurdyanti et al., 2022a, 2022b).

Many problems are inseparable from the life of the madrasa as an organization. Involves so many different individuals from one another. Both from social background, education, even personality. The existence of human resources (HR) is an integral part of the life of a madrasah. Because each HR has a strategic role (Bahri & Arafah, 2020; Muslimin & Kartiko, 2020). Therefore, coaching for existing personal is the responsibility of the head of the madrasa. One of the important resources in management is human resources or human resources. The importance of human resources needs to be realized by all levels of management, including the management of Islamic education (Sirojuddin et al., 2022). However advanced the current technology, but the human factor still plays an important role for the success of an organization. It can even be said that management is essentially human resource management, or human resource management is synonymous with management itself (Amelia et al., 2022).

Various efforts have been made by the government, educational institutions, critics of education experts, educational non-governmental organizations (NGOs), educational practitioners, educational actors and other stakeholders, all of which have one goal, namely how to improve teacher quality and teacher abilities. -Our teachers are able to align with other advanced nations. The question then arises why the quality of our teachers is still low, aka unprofessional (Hawi, 2017).

Based on the explanation above, the author is interested in analyzing what are the problems and challenges in developing human resources, especially in Islamic educational institutions. Are the existing Islamic educational institutions able to compete in the midst of the industrial revolution whose ratings are getting higher at the world level and are they able to continue to exist in keeping

with the quality of national education and are able to respond to the challenges of the times?) also encountered the same problem. It is not uncommon for graduates of both public and private tertiary institutions when they become alumni to experience difficulties in finding jobs that are in accordance with the fields of scientific discipline obtained while sitting in lectures. So, whatever job is obtained if it can meet the needs of life will be carried out so that placing the position of the diploma obtained is not building knowledge but being the ultimate goal to get any job. Gradually education will lose its function and purpose.

RESEARCH METHOD

This study uses a methodology in accordance with what will be discussed, which includes types of research methods, data collection techniques, and also has problem limitations which will be explained as follows. This research uses literature review. The researcher's data collection technique will explore the data in accordance with the discussion regarding the challenges of the world of education to the development of human resources in Islamic education. Data obtained from various books, literature, documents, journals, articles and information from print media and other electronic media that are relevant to the problems observed. After that the data is collected, selected and grouped, then discussed and analyzed. Data analysis in this library research is content analysis, namely research that is in-depth discussion of the contents of written or printed information in the mass media.

RESULT AND DISCUSSION

Human Resources in Indonesian Educational Institutions

Every organization sets certain goals that they want to achieve in managing their resources including human resources. The goals of human resource management are very difficult to formulate precisely because they vary in nature and depend on the stages of development that occur in each organization (Kasmir, 2016).

In the Islamic education management book, it contains human resources, according to Mastari human resources are workers, employees, employees, or people who do or have jobs. From this understanding, it can be seen that human resources in an organization are workers who occupy a position. or people who have responsibility for carrying out tasks or work in a particular organization (Hidayat & Patras, 2022). In educational institutions, human resource management is very important to implement. Without human resource management, an organization will generally have difficulty achieving its goals (Mastari, 2014).

In line with that, what has been stated by Hall T. Douglas and Goodale G. James in the book HR management, human resource management is "*the process through which optimal fit is achieved among the employee, job organization, and environment so that employees achieve their desired level of satisfaction and performance and the organization meets its goals*"⁴ (human resource management is a process through which optimal fit is obtained between employees, organizational work, and the environment so that employees achieve the level of satisfaction and performance they desire and the organization fulfills its goals (Andika Aprilio, 2019).

Based on the explanation of several experts above, there is an important dimension that needs to be managed, namely the actors and drivers of all elements of activities in schools or madrasas. Human resources in madrasa educational institutions include teaching staff (teachers) and educational staff (non-teachers) which include administrative staff, laboratory assistants, librarians, technicians, cleaning assistants. Slightly mentioning HR management is the process of planning, organizing, directing, compensating, integrating, and selecting workforce to achieve goals (Pottale, 2016). The development of world society from time to time continues to change. We as part of the world community, like it or not, are forced to participate in that change. Nowadays the flow of

globalization is unavoidable, the information age has changed the face of the world to be more beautiful (Bahri, 2022; Barnoto, 2020). This era is characterized by the following characteristics: mastering and being able to utilize the flow of information, competing, continuously learning, and mastering the ability to use various technologies.

That is the picture of the global era that is happening before our eyes, and humanity must face it. This condition will then affect the world of education, which in turn becomes a challenge that must be answered by the world of education, especially Islamic educational institutions. Therefore in this paper will be explained about the forms of challenges faced by Islamic educational institutions, as well as the efforts made in dealing with these challenges.

The author can conclude that one of the important dimensions in the Islamic education delivery system is the dimension of human resources (HR). HR plays a key role in advancing an institution, including Islamic educational institutions such as the main madrasah. To be able to build an education delivery system (madrasah), the main key is that madrasas must have reliable and quality human resources. In order to have reliable human resources, madrasas must make various efforts and strategies in managing and developing both recruiting, empowering, and utilizing the human resources they have as much as possible and even maximizing them to provide training opportunities that support their careers.

Problems and Challenges of Islamic Education

The existence of educational institutions based on the reality that develops in Indonesian society is actually mostly formal educational institutions which are almost the same as solving so many of the same problems as Islamic education. Madrasah is a distinctive educational product label belonging to Muslims and was born from a long historical process of Muslims, and madrasa educational institutions have been used by Muslims to study science for the development of Islamic life throughout history, especially the archipelago.

Dahlan Hasyim said that for almost a century, since it was pioneered by Abdullah Ahmad with the adabiyah madrasa in Padang Panjang in 1907 until now, madrasas have undergone pillars of development in line with the demands of the times (Ahmad Fatah Yasin, 2011). Banyak Many Islamic figures have concerns and contribute their thoughts about learning activities as a form of development in Islamic educational institutions, including Imams Al Ghazali and Al Zarnuji. These two figures have colored the education of the Islamic community in Indonesia, especially in Islamic boarding schools. Al Ghazali said that in studying knowledge, cleanliness and purity of the soul will make it easier for people to study clearly and keep people from forgetting. There are three processes that both educators and students go through in gaining knowledge, namely dedicating all disciplines, carrying out rituals such as practices that support learning activities and transferring knowledge, and contemplating the knowledge gained (Huda et al., 2017; Ma'arif, 2017; Wasyik & Muhid, 2020). While Al Zarnuji remains in line with Al Ghazali's thought that the relationship between teacher and student is a reciprocal relationship in success to form *ablakul karimah*. Because of this, education in Islamic institutions tends to lead to morals which are a reflection of someone being able to improve the quality of education (Baharuddin dan Esa Nurwahyuni, 2020).

In line with the thoughts of Neil Degraze Tyson, that there is another side that should appear to a person when studying at school. However, schools tend to reward grades or GPA, but unfortunately life does not reward grades or GPA. So the school is concluded to be ineffective for life. Not infrequently Tyson's opinion, an education expert, gets a lot of comments and becomes a debate which raises the question of whether the purpose of education itself is (Fe, 2017). Referring to Tyson's opinion, the author concludes that preparing humans to live life, have skills in living life, namely to get a job and so on. So that a phenomenon like this makes the school question its purpose and role in this era.

Tyson also said that the current school had not been able to achieve that goal. because the thing that schools have valued until this century is high marks, of course, with achievement standards that have been adapted to the curriculum in every country. However, school does not guarantee readiness for real life (Becker, 2018).

The same thing was also explained by Elon Mask, the school only explained "What" but not "Why". Can all teachers explain why we need to study Physics, Mathematics, and so on (Becker, 2018). Sir Ken Robinson also said the same thing, students in class are only told to obey continuously doing the same thing and are told exactly the same thing for everyone, and have the same standards. In other words, school almost kills students' creativity. It is no different from factory workers and contract employees. That is, as people are gathered in one place, doing the same thing over and over again with the same evaluation (Chalfin et al., 2016). Eventually one's passion disappears followed by creativity which dies slowly so that in relation to the world of education students are not given space to explore answers. Around only 10% -15% of the knowledge gained at school when entering the world of work. Even though around 30% of the APBN disbursed education funds was specifically for improving the quality of education in Indonesia ('Problematika Guru Dan Dosen Dalam Sistem Pendidikan Di Indonesia', 2016). For example, the education system has been improved in such a way. But the technique is not good enough, the performance is still lacking. Moreover, if the education system is bad, worse things will happen. So it becomes a question what is the real purpose of education.

Many problems are inseparable from school life as an organization. These problems cover several aspects, such as defining goals, determining policies, developing programs, hiring people, procuring facilities, achieving results and coordinating separate activities. All of these activities require the involvement of people with different backgrounds, such as professional teachers, groups of people who are not involved in teaching tasks, such as librarians, laboratory assistants, and so on (M. F. A. Habibi & Astuti, 2021).

In general, we know that the success of a person's business has a close relationship with the quality of the people who carry out the business or task. The quality of human resources that can be seen through their competencies is the essence of becoming a professional human being. The success of a school or madrasah is largely determined by the success of its leaders in managing teaching and educational staff. The Islamic educational institutions themselves are Islamic boarding schools, madrasahs, and universities. However, the challenges faced by these institutions will be viewed from a generational perspective, meaning that the existing problems are viewed in general terms (Azmi et al., 2022; Dilia et al., 2022; Hasanah, 2021).

According to Cece Wijaya, the challenges of this educational institution can be described as changes in society in the social, economic, cultural, scientific and technological fields that affect the ongoing education system (Cece Wijaya, 2019). This influence requires educational institutions to be able to adapt it to efforts to renew education and teaching in accordance with the needs of the community. The following will explain the forms of these challenges: In political life, of course state politics has a lot to do with the problem of how the institution guides, directs and develops the life of the nation in the long term. The briefing is based on the philosophy of the state which binds all sectors of the nation's development in the process of achieving the goals of the state or national goals. In other words, educational institutions that exist within the territory of a country are sectors of the development of the nation's cultural life that are committed (bound) with the goal of national struggle based on the philosophy of the country (Bashri, 2021).

So Islamic educational institutions must face this challenge objectively, meaning that Islamic educational institutions inevitably have to follow the procedures set by the government in the National Education System Law (UU Sisdiknas) in order to achieve the goals of the nation's national struggle. Namely by being actively involved in the formulation of decisions related to educational interests, for example in the formulation of the SISDIKNAS Law.

In culture, that is a result of human cultivation both material and mental spiritual from the nation itself or other nations. A cultural development in this modern century cannot be avoided from the cultural influence of other nations. A selective attitude in accepting or rejecting foreign culture needs to be based on in-depth analysis originating from one's own view of life both as an institution and as a nation. In essence, a selective attitude is not an attitude of surrender or neutral attitude, but a careful creative attitude based on considerations of profit and loss for its further development. Therefore it requires in-depth knowledge and insight that reaches far into the future for its existence. Among the foreign cultures that influence the culture of this nation is the "free sex trend". This is a big challenge for Islamic educational institutions to fortify the nation's children from the negative influences caused by this culture. Because if not, the cultural values of this nation will be in danger of fading and will be destroyed with the passage of time.

In the field of science and technology (millennium) with characteristics where one human being and another human being differs from geographical conditions, culture, values, language, and so on, it can already be unified through communication technology, such as: telephone, computer, facsimile, etc. Through these various tools, humans together. The information age that will come will cause the social environment to become wider because it is united by technology in the field of communication, which gives rise to the era of globalization (Nata, 2001).

Advances in this field of technology will ultimately affect the psychology and personality of the community. In this information age, only those who are forward-oriented can survive, who are able to turn knowledge into policy. That is why the world of Islamic education today is really faced with quite tough challenges. To anticipate this, strategic efforts have been made, including; The purpose of education today is not enough just to provide knowledge, skills, faith and piety. But it must also be directed at efforts to produce creative, innovative, independent and productive human beings, bearing in mind that the world to come will be a competitive world (a world full of competition).

According to Sayling Wen, in a journal written by Suklino, a technology entrepreneur in Taiwan, he said that what the world of education is currently facing is a revolution in the way of learning in this era, the internet era must adapt and change, otherwise history will remain (Sukino, 2016) and does not rule out the possibility that Islamic educational institutions will become part of that history, if they do not start fixing the existing system, and move towards mastering modern science and technology so that they are able to compete in the current era of globalization (Doumato & Posusney, 2003).

The next challenge comes in the field of the economy, which is the backbone of the nation's life which can determine the progress and decline, the strengths and weaknesses, and the slowness of a process of developing the education system in the nation's society. Therefore, the economic life of a nation greatly influences the growth of educational institutions. It even influences the educational system that is implemented and educational institutions that can support or develop the desired economic system (Bulturbayevich, 2021).

Social changes that exist in society are something that is very certain and unavoidable. For example, in the era of agriculture (agriculture) economic strength lies in the ownership of land or natural resources. Then after that it moved to the industrial era, where economic strength lay in the ability to own capital and means of production, and now we have entered the era of globalization or the information age. In this era, a person's economic strength (econsphere) lies in their ownership of information. Someone who has information will have more opportunities than those who do not know information.

This is a problem faced by society that must be solved by Islamic educational institutions. Educational institutions as 'agents of change' are tasked with neutralizing the negative impacts caused by these technological advances. In addition, Islamic educational institutions also serve as a

clear direction for changes in society, because changes that occur in the system of social life often experience goal uncertainty (Dole & Sinatra, 1995).

The author concludes that educational problems are complicated to describe because from various perspectives of world education experts, what is taught in schools is generally irrelevant to what is needed. There are no school lessons that specifically teach how to interact socially with qualified intellectual development, namely focusing on the field, how to manage finances, leadership and so on that are needed in living life.

HR Development in Islamic Education Institutions Answering the Challenges of the Age

Improving the Quality of Islamic Education in Facing Challenges. Until now we are aware that in general the condition of Islamic education institutions in Indonesia is still marked by various weaknesses, namely: Weaknesses in Human Resources (HR), management and funds. Until now, Islamic Education Institutions have not been able to make optimal efforts to realize Islam in accordance with its ideals. While society still positions Islamic Education Institutions as the main pillar that supports the continuity of Islam in realizing its ideals, namely to give mercy to the whole world. Then, we still see that Islamic Education Institutions have not been able to realize Islam in a transformative way. We still see that Islamic society in practicing their religious teachings has stopped at the level of symbols and formalities, while the spiritual and philosophical messages of Islamic teachings themselves are often forgotten.

Islamic Higher Education Institutions have not been able to realize civil society, namely a society that upholds human values, such as the values of justice, togetherness, equality, commitment, honesty and so on. Until now the output produced by Islamic Education Institutions is not in accordance with the wishes of the people who causing a gap between Islamic Education Institutions and society (Adiyono et al., 2022; A. Habibi et al., 2021). This is another form of the challenges faced by Islamic Education Institutions. This must be anticipated early on so that Islamic Education Institutions continue to exist in the midst of competition as it is today. Efforts that can be made to anticipate these challenges are:

1. Developing Scientific Traditions in Islamic Education Institutions. Islamic Religious Education Institutions (such as pesantren) must try to combine the advantages of the pesantren system with the public school system. In fact, not all traditions in Islamic boarding schools are suitable to be applied today, and it is well known that not all traditions in Islamic boarding schools are out of date. For example:
 - a) The tradition of the yellow book is maintained, which has the Shafi'i school of thought in the field of fiqh law, adheres to Asya'ari theology in the field of religious belief (theology) and follows al-Ghazali's understanding in the field of Sufism (Marlina, 2015).
 - b) Paternalistic leadership hierarchy and nepotism which places the kiai as the source of ideas and truth.
 - c) The attitude of life that is too sincere to accept the reality of life as it is (qona'ah).
 - d) The planning pattern of management of the pesantren tradition in the form of incidental (plans that are prepared after certain events occur). Plans that target far in the future are often ignored.

The tradition of the pesantren is considered by some to have to be reformed on the grounds that this tradition has caused the closure of Islamic boarding schools to other thoughts. The implication of this closure is the absence of a culture of critical, analytical and reflective thinking, so that we will be tired if we wait for the emergence of spectacular writings from Islamic boarding schools (Ma'arif & Cahyani, 2019).

However, there are still very many values and traditions from pesantren which are still suitable to be applied and developed and integrated with the education system in public schools. The tradition of studying religious teachings and practicing them seriously, obedience in worship, noble character, independence, patience, simplicity are educational values that are clearly found in Islamic boarding schools and are difficult to find in public schools.

Public school educational institutions have provided a lot of knowledge in the form of science, skills, the ability to think logically, rationally, creatively, dynamically and independently (Sya'bani et al., 2020). Islamic educational institutions (Islamic boarding schools) should be able to come forward to create opportunities by combining excellence in the field of morals and morals and adherence to worship in the education system in Islamic boarding schools with the excellence, skills, creativity, and so on that exist in public schools. Thus, graduates of Islamic education institutions do not only master religious sciences, but also master general science in a balanced manner. Proficiency in Arabic, English and other languages, mastery of computers and various other technological equipment, abilities in the field of research, as well as innovative mindsets that give graduates confidence (Saputro & Darim, 2022).

2. Activate Each Curriculum Component to Function More Maximum. In an effort to improve the quality of Islamic education, the existing curriculum components need to be maximally activated so that they can become a tool that can guarantee the success of the educational process.
3. Improving Teacher Professionalism, According to Abuddin Nata, a professional teacher at least masters 3 things, namely. literature and field research. So that the knowledge taught by teachers to students will remain up to date, actual and relevant to the needs of society. Second, have the ability to convey the knowledge they have efficiently and effectively. For this reason, teachers must study teaching science and educational science related to didactics and methods as well as learning methodologies. Third, having a noble personality and character that can encourage students to practice the knowledge gained and so that teachers can serve as role models. Fourth, improve Management As stated in the list of weaknesses possessed by Islamic educational institutions, namely weakness in the fields of human resources (HR), management and funds, Islamic educational institutions need to have strengths in a balanced manner, namely: strengths in the field of human resources (HR), starting from superior teaching staff, professional management and research staff, and reliable development. Then strength in the field of management supported by advanced technological equipment can support work efficiency.
4. Providing Facilities and Infrastructure. In terms of facilities and infrastructure, it is necessary to create and provide various equipment needed for the practice of religious teachings, such as places of worship complete with equipment, guidance for congregational prayers, creating a religious environment, cultivating Islamic traditions, celebrating Islamic holidays, appreciating the value of -the value of faith and devotion in actual practice and so on. Thus, when students are in the school environment they will feel an Islamic atmosphere (Adib Habibi, 2022).

Efforts that can be made to improve the quality of Islamic education, namely by improving the existing components in the educational institution itself. So that it can respond to existing challenges by not abandoning its identity as an Islamic-based educational institution. From the explanation that has been described, a conclusion can be drawn that if everything that is done in an effort to face the challenges of Islamic educational institutions can be realized and successful, then it is certain that the future will be controlled by the Islamic community. Therefore madrasas or Islamic boarding schools must be able to improve their quality to become superior, both in the field of moral values and in the scientific field.

CONCLUSION

One important dimension in the Islamic education delivery system is the dimension of human resources (HR). HR plays a key role in advancing an institution, including Islamic educational institutions such as the main madrasah. To be able to build an education delivery system (madrasah), the main key is that madrasahs must have reliable and quality human resources. In order to have reliable human resources, madrasahs must make various efforts and strategies in managing and developing both recruiting, empowering, and utilizing the human resources they have as much as possible and even maximizing them to provide training opportunities that support their careers.

If there is a case of an Islamic educational institution such as a madrasah which really has advantages, and is in demand by many people, then of course these madrasah educational institutions have their own uniqueness and the pattern of development of the education system is relevant to the progress and demands of society. Therefore, such a model for developing the education system in madrasahs needs to be raised in more depth, with the aim of improving the quality of education in Islamic educational institutions. If necessary, it is appointed as a new theory regarding the form of development of Islamic educational institutions in the future, especially the HR aspect as the first door opener in moving the institution.

Public school educational institutions have provided a lot of knowledge in the form of science, skills, ability to think logically, rationally, creatively, dynamically, and freely. Islamic educational institutions (Islamic boarding schools) should be able to come forward to create opportunities by combining excellence in the field of morals and morals and adherence to worship in the education system in Islamic boarding schools with the excellence, skills, creativity, and so on that exist in public schools. In human resource development, the focus is on improving the quality and quality of graduates and existing human resources because they are all closely related. Thus, graduates of Islamic education institutions do not only master religious sciences, but also master general science in a balanced manner. Proficiency in Arabic, English and other languages, mastery of computers and various other technological equipment, abilities in the field of research, as well as innovative mindsets that give graduates confidence. Everything is done in an effort to face institutional challenges Islamic education can be realized and successful, then it is certain that the future will be controlled by the Islamic community. Therefore madrasahs or Islamic boarding schools must be able to improve their quality to become superior, both in the field of moral values and in the scientific field.

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