Human Resource Management in Islamic Educational Institutions to Improve Competitiveness in Society 5.0 Era

Julhadi[1*] , Mahyudin Ritonga[2]

[1] Islamic Education Department, Muhammadiyah University of West Sumatra, Padang 25172, Indonesia
[2] Arabic Language Education Department, Muhammadiyah University of West Sumatra, Padang 25172, Indonesia

Corresponding Author Email: mahyudinritonga@gmail.com

ABSTRACT

The ability of human resources to utilize technology in each of their activities is a competency needed in the era of society 5.0. Meanwhile, Islamic educational institutions in Indonesia in general are slow in responding to changes and developments, so the readiness of human resources in Islamic educational institutions in welcoming the era of society 5.0 is very worrying. Therefore, this study aims to reveal how human resource management is carried out in Islamic educational institutions in Indonesia. The study was conducted using qualitative methods. Data were collected from three types of Islamic educational institutions, namely traditional, modern and integrated educational institutions. These three types of institutions represent all types of Islamic educational institutions in Indonesia. Data were collected by observation, interviews, as well as documentation studies. Data were analyzed through interactive techniques. Based on the results, first, traditional Islamic educational institutions have an istiqamah attitude in carrying out existing and natural management, so as not to give special treatment to human resources in welcoming the era of society 5.0. Second, modern Islamic educational institutions apply TQM in preparing human resources to welcome the era of society 5.0. Third, integrated Islamic educational institutions accommodate the changes while still relying on instilling student morals. These three types of Islamic educational institutions have different responses in welcoming the era of society 5.0 showing the existence of Islamic educational institutions to welcome the era.

1. INTRODUCTION

The education sector has been affected by changes in the globalization era. Therefore, the world of education must be able to adapt to the demands and needs of society, and must be able to respond quickly and rapidly to challenges of local, national and global scale problems. The challenge of globalization coincides with the condition that the Indonesian nation is faced with low competitiveness in the world of work. This condition is an indicator that education has not been able to produce superior human resources and has not been able to answer the challenges of the times [1-3]. Meanwhile, in accordance with the mandate of Article 3 Law Number 20 of 2003 on the National Education System, "The National Education System functions to shape character and develop capabilities to enhance the nation's civilization and create democratic and responsible students [4].

The National Educational Goals will be realized, if the world of education must be able to produce quality human resources, professional and have high competitiveness in accordance with the goals of education in Article 3 Law Number 2 of 2003 on the National Education System. The realization of quality human resources must begin by shifting principles that have so far focused on short-term material needs [5, 6]. This must shift to pay more attention to the basic needs to produce graduates with character, quality and ability to compete in the globalization era. Educational institutions capable of producing such graduates are indicators of quality educational institutions.

The quality of education is greatly influenced by systemic improvements to all components of education [7], such as increasing the competence of teachers by increasing regular training, equal distribution of teachers, improving the curriculum according to the times, learning resources, improving infrastructure, conducive learning conditions, and government policies in line from the center to the regions.

Competitive human resources are not born suddenly, but good human resource management is needed [8, 9]. Likewise with the quality and competitiveness of human resources in Islamic educational institutions in Indonesia which do not just exist but go through the right process. The complexity of problems related to human resources in educational institutions both in Indonesia and in other countries has become a concern for academics to make them as objects of study.

Development demands changes in human resource competence in every field. The existing human resources cannot only rely on their abilities, but must upgrade knowledge in each scientific field and work according to needs [10, 11]. Human resources not keeping up with technological developments will result in being left behind in achieving each goal [12], and work results are not optimal [13]. The views above ensure that increasing the competence of human

resources is the most appropriate step in facilitating the achievement of goals.

In line with the opinions above, the resources in educational institutions at this time are those who took education before technological advancements as they are now. Their experience and knowledge are different from the reality of current education, not a few of the existing human resources in educational institutions do not have the ability and competence to utilize technological devices for education management [14, 15], both in administrative affairs [16] as well as in the learning process [17, 18].

Related to the problems above, Islamic educational institutions in Indonesia have various types, namely traditional Islamic educational institutions as the first type of Islamic educational institutions in Indonesia [19], modern Islamic educational institutions, madrasah Islamic educational institutions and integrated Islamic educational institutions [20]. These four types of educational institutions have different characters and orientations from one another.

Studies related to the management of human resource development to improve the quality of Islamic educational institutions focus on improving the quality of human resources carried out with various workshop activities and rotation of positions in Islamic educational institutions [21]. The relevance lies in the aspect of human resource management in Islamic educational institutions. While the difference with this study is related to the ability of human resources in welcoming the 5.0 industrial revolution era.

Ningsih et al. in 2022 conducted a study related to the development of human resources in educational institutions emphasized that human resources in educational institutions require development to concentrate on educational standards [5]. Suprayogi et al. focused their study on human resource planning in educational institutions that human resource planning in educational institutions involves a series of analysis and forecasting activities by understanding external and internal factors influencing human resource planning [22].

Sharma and Pandey emphasized that human resource planning and organization are fundamental in human resource management [23]. Human resource management is carried out by viewing teachers as professionals [24]. Human resources in educational institutions can be managed properly using superior methods [25] by involving all elements to find competitive human resources.

Related to the development of human resources in the era of globalization in educational institutions, Ja'far et al. emphasized that human resources can be developed through training, self-actualization, and a good recruitment system [26]. Rusman et al. revealed that in order to build international standard educational institutions, in addition to a strong commitment, leaders must also be supported by human resource management [27]. Other studies focus on leadership in educational institutions in the technological era requiring technological skills [28, 29].

Resufle and Rofiki concluded that in facing society 5.0 era, Islamic educational institutions must prepare human resources with reliable digital skills, have the ability to think creatively and innovatively [30]. This is in line with the conclusion in [31] confirming that society limits human functions in carrying out every activity. The use of technological devices in assisting the completion of work is a development in various sectors including educational institutions.

Islamic educational institutions, especially in Indonesia, in various studies have concluded that institutions are slow in responding to the times [32-35]. The slow response of Islamic educational institutions to the development of the times often causes the use of the curriculum to no longer match the needs of students [36, 37]. In accordance with several study results described above as well as the conditions of Islamic educational institutions in Indonesia, there is a gap that has not been studied by previous researchers, namely how human resource management in Islamic educational institutions in Indonesia welcomes society 5.0 era.

Therefore, this study described in depth related to human resource management in Islamic educational institutions according to the needs of society 5.0 era. This study focused on planning the human resources in Islamic educational institutions, implementing human resource recruitment in Islamic educational institutions, increasing competency and evaluating human resources in Islamic educational institutions in Indonesia. In order to maximize the contribution of the study to the development of science and to benefit academics, this study focused on three types of Islamic educational institutions in Indonesia, namely traditional Islamic educational institutions, modern Islamic educational institutions and integrated Islamic educational institutions.

2. RESEARCH METHOD

Study Design

This study used a qualitative approach because it was considered appropriate to find the planned study objectives. This study aims to 1) find human resource planning in three types of Islamic educational institutions, 2) discover the implementation of human resource recruitment in three types of Islamic educational institutions, and 3) find competency improvement and evaluation of human resources in three types of Islamic educational institutions. Therefore, the data collected and analyzed were in the form of natural facts on the study object without treatment [38, 39].

This study was carried out in three Islamic educational institutions selected based on the types of Islamic educational institutions, namely traditional, modern, and integrated Islamic educational institutions. Based on the three types of Islamic educational institutions, the researcher then determined the objects of study namely Pondok Pesantren Darussalam Parmeraan as the traditional Islamic educational institution, Pesantren Darul Mursyid Simanosor Julu as the modern Islamic educational institution, and Sekolah Islam Terpadu Darul Hasan Padangsidimpuan as the integrated Islamic educational institution. These three educational institutions were selected because they represent the three types of educational institutions in Indonesia in terms of human resource management.

Informant

This study was carried out by determining key informants accompanied by additional informants. There were nine key informants, namely the chairman of each Islamic educational institution, the management of each Islamic educational institution, and the head of public relations at each Islamic educational institution. The chairman, management, and head of the public relations sector were selected as key informants because they were able to provide information related to human resource management at each Islamic educational

institution. The additional informants were six people based on the need for additional information on each study object.

Data Collection

Data were collected by observation, interviews, and documentation studies. The type of observation used was non-participant observation [40-42], because the researchers were not part of Islamic educational institutions. Observations were used to find data related to human resource management in Islamic educational institutions.

Interviews were used to obtain data directly from informants, both key informants and additional informants. The type of interview used was unstructured interviews [43] because this technique provides wider opportunities for informants to disclose all information related to the data needed. The researchers conducted interviews with informants related to the object of study, the answers were then recorded during the implementation of the study and then classified according to the content of the study.

A documentation study was used to find data related to human resource management in documents at Islamic educational institutions. These documents are in the form of written policies containing information on human resource management. The data in the document were then written down in notes to be interpreted later as part of the data study.

Data Analysis

Data collected through observation, interviews, and documentation studies were then analyzed using interactive techniques. Interactive techniques explain and interpret study data by discovering the relationship between the data according to the content. This technique was used because data analysis was carried out since data collection and took place simultaneously until conclusions were drawn. To test the accuracy and validity of the data, triangulation techniques were used on time, methods, and sources.

3. RESULTS AND DISCUSSION

Planning of Human Resource Recruitment in Islamic Educational Institutions

To plan the recruitment of human resources in each sector, it is necessary to review the goals, take inventory of existing human resources, estimate the demand and supply of human resources, estimate gaps in existing human resources, and formulate actions for recruitment. These points are the basis that must be passed by every institution that will develop a plan for human resources recruitment, including Islamic educational institutions.

The planning of human resources recruitment in Islamic educational institutions in Indonesia is explained in Table 1.

Table 1 is based on the results of observations, interviews, and documentation studies. Islamic educational institutions with their own characteristics have different policies related to the planning of human resources recruitment. Traditional Islamic educational institutions do not review the objectives so planning for recruitment or adding human resources is not aligned with the objectives to be achieved. Meanwhile, modern Islamic educational institutions and integrated Islamic

educational institutions conduct a review of existing goals and the recruitment of human resources is always aligned with the stated goals.

This is in line with the conclusions and findings of the researchers confirming that human resource planning must be aligned with the goals to be achieved [10-22], human resource planning must also go hand in hand with financing [44]. Without reviewing objectives, the planning of human resources recruitment will cause overlap [45]. Traditional Islamic educational institutions that have not evaluated their goals cannot be separated from the financial resources available to educational institutions, because according to the findings of Maulida et al., human resources at educational institutions are directly proportional to financial management [46].

Planning of human resources recruitment at Islamic educational institutions in Indonesia as shown in Table 1 can also be seen that traditional Islamic boarding schools do not carry out a good inventory of human resources. Meanwhile, modern Islamic educational institutions and integrated Islamic educational institutions continuously carry out an inventory of existing human resources, therefore, the basis for recruitment planning is clear. Inventorying human resources is an important thing to do because having an inventory of human resources is a benchmark for recruiting needed human resources [31-47].

Existing human resources must be placed in positions that are in accordance with their background and abilities, but in traditional Islamic boarding schools, the placement of human resource positions is based on instructions and directions from the management of the Islamic boarding school. This reality is in accordance with the findings of researchers who reveal that leadership in Islamic boarding schools is very much dominated by the management of Islamic boarding schools [48, 49]. This is different from the placement of human resources in modern Islamic educational institutions and integrated Islamic educational institutions, these two types of educational institutions place human resources based on their competence and interest at the time of recruitment.

On another aspect, the gap in human resources in traditional Islamic educational institutions has not been considered for recruiting human resources. This policy is different from that carried out in modern Islamic educational institutions and integrated Islamic educational institutions. In these two types of institutions, the existing gaps form the basis for planning to recruit human resources. Such differences in policies have an impact on the condition of the human resources available at each institution.

The existing planning of human resources as described above has significant differences in the readiness and ability of human resources to manage educational institutions according to the needs of the society 5.0 era. This view is based on the ability of resources to exist in each Islamic educational institution studied, namely traditional Islamic boarding schools have not provided services in managing education according to the times which are full of technology utilization so the management of educational institutions and the community are still very distant. This is different from modern Islamic educational institutions and integrated Islamic educational institutions which look ready with technological devices such as the society 5.0 era, so that managers with the community have easier, more flexible, and more cost-effective communication.

Table 1. Planning of human resource recruitment in Islamic educational institutions in Indonesia

Planning		
Planning of HR recruitment in Traditional Islamic Educational Institutions	**Planning of HR recruitment in Modern Islamic Educational Institutions**	**Planning of HR recruitment in Integrated Islamic Educational Institutions**
The goals of traditional educational institutions have never been reviewed	Reviews of goals and targets are carried out periodically	The establishment of integrated Islamic educational institutions is based on clear objectives
Human resources are not regularly inventoried	Inventory of human resources is carried out properly and continuously	Human resources are real-time and additions are made conditionally
The placement of human resources is based on the policy of management	Existing human resources are placed according to ability and background	Human resources positions are based on needs and interests when participating in recruitment
The gap in human resources has been filled by existing resources	The gap in human resources is the basis for recruitment	The institution has prepared human resources in each field prior to the implementation and establishment of the institution

Implementation of Human Resource Recruitment in Islamic Educational Institutions and its Relevance with Society 5.0 Era

The implementation of recruitment at educational institutions is in line with the planning carried out. This also applies to Islamic educational institutions, where recruitment begins with an analysis of the needs of the position, then proceeds with planning for the recruitment process, conducting outreach to the wider community regarding available job vacancies, and processing each document of applicants.

The steps above apply to modern Islamic educational institutions and integrated Islamic educational institutions. The results of interviews with informants showed that the implementation of human resources recruitment began with an analysis of the needs of the positions that needed to be filled. The analysis of documents also showed that modern Islamic educational institutions store documents resulting from the analysis of the human resources recruitment committee for opportunities and positions that require new human resources. Data collected through observation also strengthens the data collected by interviews and documentation studies, namely modern Islamic educational institutions and integrated Islamic educational institutions displaying information on job vacancies on bulletin boards and corners of the building.

The fundamental difference in the pattern of human resources recruitment can be seen in traditional Islamic educational institutions. The concept of recruitment determined by experts does not apply to these educational institutions. The results of interviews with informants found that recruitment of human resources for available positions was based on the desire of alumni to join and serve at Islamic boarding schools. Another informant confirmed that empowering alumni to fill the positions needed is also inseparable from the financial capabilities of Islamic boarding schools. Analysis of documents at traditional Islamic educational institutions also proves that human resources originate from these educational institutions. When they finish their education at various tertiary institutions they return to Islamic boarding schools.

Recruitment of human resources in Islamic educational institutions as described above shows that modern Islamic educational institutions and integrated Islamic educational institutions have a clear path. Therefore, the system is implemented to be able to determine the suitability of human resources capabilities with the needs of society 5.0 era proven in filling positions. In addition, the openness of modern Islamic educational institutions and integrated Islamic educational institutions is proven in providing opportunities for everyone who has competence in accordance with the positions available. This is also part of the indicator that modern Islamic educational institutions and integrated Islamic educational institutions are ready to welcome the society 5.0 era. This finding is in accordance with the conclusions of the study confirming that competencies and skills are the determining factors in facing competition in the era of society and globalization [50, 51], where one of the important competencies is technological ability [52].

The stage of human resources recruitment is actually different from what happens in traditional Islamic boarding schools. Traditional Islamic boarding schools empower human resources from alumni. The recruitment system at traditional educational institutions does not seem to accommodate the times, because based on observations, the existing human resources at traditional educational institutions have not been able to fill the spaces needed according to the society 5.0 era, such as laboratories and internet networks. This reality occurs because alumni who return to Islamic boarding schools after completing their studies generally have different knowledge from the orientation of needs in the society 5.0 era.

In addition, the human resources recruitment system in traditional educational institutions is closed. Therefore, opportunities for people who have the skills according to the position needed are very limited, because the information is not disseminated to the wider community, but from person to person. Closed recruitment is a form of unpreparedness in welcoming society 5.0 era because this era emphasizes information transparency in recruiting human resources [53, 54]. A closed recruitment system will not produce human resources with competencies according to the positions needed [55]. Based on the analysis carried out, it can be emphasized that traditional Islamic educational institutions do not yet have competent human resources according to the needs of society 5.0 era.

Development and Evaluation of Human Resources in Islamic Educational Institutions in Welcoming the Society 5.0 Era

The society 5.0 era requires humans to have skills in integrating life between the virtual world and the real world. Therefore, with this ability, there will be the harmony that will have an impact on improving the quality of human life [56]. Tahar et al. revealed that human resources in the society 5.0

era have an innovative mindset, are adaptable, and revolutionize themselves towards rapid technological developments leading to the creation of superior, creative, and innovative resources [57-59].

Drastic changes from one era to the next require a human resources development model that is in line with the needs of the times and changes between eras as shown in Figure 1 below.
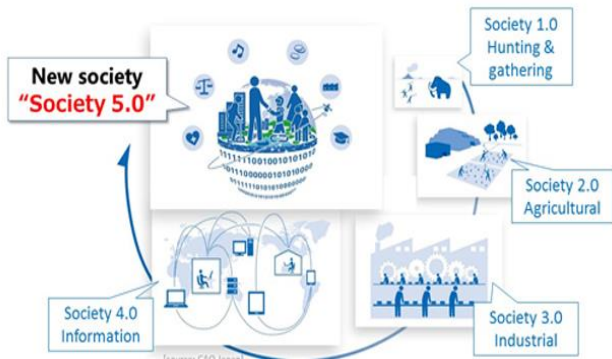

Figure 1. Development of Society 1-5
(https://www8.cao.go.jp/cstp/english/society5_0/index.html)

The rapid development from time to time demands the readiness of human resources to respond. According to the data, human resources at Islamic educational institutions in Indonesia do not fully have the ability to integrate cyberspace into the real world, the unpreparedness of Islamic educational institutions can be seen in traditional Islamic educational institutions.

Traditional Islamic educational institutions have the principle of consistent by maintaining the pesantren culture focusing on the leadership of the kiyai. Based on the interviews conducted, traditional Islamic educational institutions did not spontaneously follow various management models implemented by the government, but rather hereditary management with full policy in the hands of the kiyai. According to the informant, this management pattern does not mean that traditional Islamic boarding schools (pesantren) are anti-technology and anti-modern, but rather that Islam does not have to keep up with the times, but the development must be adapted to Islamic teachings.

According to the informant, maintaining the development of human resources in Islamic boarding schools (pesantren) does not necessarily mean that human resources in these institutions are not ready to face the society 5.0 era, in fact, the ability to survive and maintain the identity of Islamic boarding schools (pesantren) is an indicator that this institution is always ready to welcome change including the society 5.0 era. In fact, some traditional educational institutions, such as the Pesantren Darussalam Parmeraan prefer to establish policies prohibiting human resources from using technological media such as cell phones and laptops in learning activities. According to the informant, this policy is based on the strength of students' memory which is easier to adapt to manual and direct learning from teachers than using technology-based media.

The development of human resource competencies in traditional educational institutions is carried out and takes place naturally meaning the ability to maintain morals and ethics as well as the culture of Islamic boarding schools is the main thing. The use of technology and the integration between activities in the virtual world and the real world in traditional educational institutions is something that cannot be applied to them. According to the informant, technology is something that will continuously change and develop, and this development will damage the education system when everything must be aligned with technological developments, therefore adhering to the principles of Islamic boarding school (pesantren) culture will maintain the quality of education. Therefore, adopting technological developments according to traditional educational institutions will actually reduce the quality of education.

Unlike the case with traditional Islamic educational institutions, modern Islamic educational institutions and integrated Islamic educational institutions conduct the development and evaluation of human resources relevant to the society 5.0 era. This statement is based on the data found in Table 2.

Based on Table 2, modern and integrated Islamic educational institutions have a strong strategy for developing and evaluating human resources. Modern Islamic educational institutions and integrated Islamic educational institutions have the readiness for technological devices. The availability of technology in modern Islamic educational institutions and integrated Islamic educational institutions is part of the readiness of educational institutions in welcoming the society 5.0 era [60]. In addition, human resources in both institutions are developed and evaluated for their abilities and creativity. The development of human resource creativity is intended to make them creative in carrying out their various duties and responsibilities. Human resources having creativity is a demand for human resource competence in the society 5.0 era. This is in line with the findings of researchers affirming that the society 5.0 era demands the existence of creative human resources [61, 62].

Human resources in modern Islamic educational institutions and integrated Islamic educational institutions are also developed and evaluated for their thinking power. Having critical thinking is part of the human resources indicator needed in the society 5.0 era, on that basis, modern Islamic educational institutions and integrated Islamic educational institutions facilitate human resources to have critical thinking. Development is carried out by involving human resources in various training and workshops. This policy is different from the development of traditional educational institutions which rely on submission and obedience to Kiyai, and criticizing is a disgraceful thing in traditional educational institutions.

The development of human resources in modern Islamic educational institutions and integrated Islamic educational institutions is also carried out by strengthening and instilling the importance of collaboration in various aspects of life. The complexity of problems requires extensive cooperation in finding solutions. However, relying only on own abilities is an antipathetic attitude towards society 5.0 era. The intended collaboration in welcoming the society 5.0 era is the empowerment of existing human resources with all capabilities and positions interrelated with one another. In educational institutions, active collaboration and communication between management and certain fields must work well, as well as the teachers.

Table 2. Development and evaluation of human resources in modern Islamic educational institutions and integrated Islamic educational institutions

Indicator of Society 5.0 Era	Description of Development and Evaluation of Human Resources	Data Source
Technology readiness	Modern Islamic educational institutions and Integrated Islamic educational institutions have adequate technological devices	Informan by interview Factual by observation
Creative	Human resources in modern Islamic educational institutions and integrated Islamic educational institutions are developed and always evaluated so that they become creative in carrying out their various duties and responsibilities.	Informan by interview Factual by observation Study Document
Critical thinking	Human resources in modern Islamic educational institutions and integrated Islamic educational institutions are required to have the ability to think critically and be able to provide solutions to any existing problems.	Informan by interview Factual by observation Study Document

4. CONCLUSION AND RECOMMENDATION

Based on the results, it can be concluded that human resource management at Islamic educational institutions in relation to the welcoming society 5.0 era, it can be stated that: first, human resource planning in traditional Islamic educational institutions has not been in line with the spirit of welcoming society 5.0 era, while in modern Islamic educational institutions and integrated Islamic educational institutions, human resources planning has a passion in welcoming society 5.0 era. Second, the implementation of human resources recruitment in traditional Islamic educational institutions tends to be exclusive because information related to positions is not disseminated to outsiders, while in modern Islamic educational institutions and integrated Islamic educational institutions, recruitment of human resources is carried out in line with the spirit of society 5.0 era relying on the ability to compete for each job seekers. Third, the development of human resources in traditional educational institutions takes place naturally by prioritizing the culture of Islamic boarding schools (pesantren), the involvement of technological devices in activities within educational institutions is something that must be limited. Meanwhile, modern Islamic educational institutions and integrated Islamic educational institutions integrate the virtual world with the real world, because the existence and maximization of technology in society 5.0 era is the important for facilitating, maximizing, and streamlining every human work.

Based on the results of the study, it is recommended for future researchers to be able to expand and deepen related to the policies of Islamic educational institutions in increasing human resources who have the ability to use technology, because the era of society 5.0 requires these skills. Traditional educational institutions are expected to have policies to be more open to the existence of technology, because maintaining old traditions is not closed to the possibility that Islamic educational institutions boarding schools will be abandoned by the community.

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