HUMAN RESOURCE DEVELOPMENT IN ISLAMIC EDUCATIONAL INSTITUTIONS IN WARDING OFF PROXY WAR IN THE AGE OF DISRUPTION

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Abstract

Technological advances in today's era of disruption are developing rapidly and also cannot escape the role of the proxy war which has been haunting the development of the quality of human resources themselves, especially in Islamic educational institutions. From that all brought a very large influence on the pattern of human behavior in various fields, especially in the field of education which affects the development of the quality of human resources. This study discusses the urgency of developing the quality of human resources in Islamic Educational Institutions in preventing proxy wars in the Era of Disruption. By using a literature study, the researchers came to the conclusion that one of the efforts that Islamic educational institutions can do in dealing with a proxy war in the era of disruption is to carry out a transformation to improve the quality of human resources in the field of information and communication technology mastery. This is important because the education quality improvement program must lead to the mastery of life skills, both personal skills and technology-based social skills in the industrial revolution 4.0 era and the next era.

Keywords: Quality Development of Human Resources, Era of Disruption, Islamic Educational Institutions

Introduction

Judging from the meaning of language, an institution is an agency or organization. In the Big Indonesian Dictionary it is stated that, an institution is an agency or organization whose purpose is to carry out a business. Educational bodies or institutions are human organizations or groups which each other bear an educational responsibility for students in accordance with the agency's mission (Kosasi, 2020).

It is different with other opinions, some of them mean that the institution or place where educational procedures are carried out for the purpose of changing individual actions in a better direction through interaction with the surrounding environment.

We can understand and conclude from the above understanding, that an Islamic educational institution is a place or organization that provides Islamic education, which has a clear sequence, should be able to enable the implementation of good education, in the tasks assigned to it.

In today's educational institutions, its existence is absolutely essential for the smooth running of the education process, especially in Indonesia. Moreover, these educational institutions are linked to the concept of Islam, Islamic educational institutions are a forum where education within the scope of Islam carries out its duties for the realization of the ideals of Muslims (Alamsyah et al., 2021).

Islamic education generally appears in Indonesia through Islamic education figures in Indonesia. Islamic education is a teaching of science to students who not only teach general knowledge or the world but also teach about the hereafter. So, Islamic education can be said to cover all aspects of science, namely getting knowledge in the world and knowledge in the hereafter. The Islamic educational institutions in Indonesia consist of 3 types of institutions, namely: 1) Formal Institutions, which are institutions under the auspices of the government that are official. Examples: Madrasah Ibtidai'yah, Madrasah Tsanawiyah, and Madrasah Aliyah. 2) Informal Institutions, institutions that are not under the auspices of the government are unofficial. Example: Course Place, Al-Quran Education Park and Youth Organization. 3) Non-Formal Institutions, institutions that are around the family (Norhailawati et al., 2019).

As we know, when Indonesia was hit by a war that was continuously unstoppable, it was not a war of weapons but a Proxy War. Proxy wars are also known as formless wars. This is because the war that took place did not take the real physical like in general wars. In addition, in the war, it is not clear who is friend and foe. A proxy war is defined as a confrontation between two great powers by using substitute players to avoid direct confrontation on the grounds of reducing the risk of direct conflict that results in fatal destruction (Ivanov, 2020). Usually the third party acting as a substitute is a small state, or non-state actor; can be NGOs, mass organizations, community groups or individuals. In a proxy war, it is not clear who is friend and who is foe because the enemy controls non-state actors from afar.

Proxy wars have taken place in Indonesia in various forms, such as separatist movements, mass demonstrations, drug trafficking, clashes between groups and adverse regulatory systems (government policies driven by foreign interests, ex laws on mineral and coal, forestry, investment etc.)

Of the many things that happen in our environment, proxy wars are so troubling for everyone, especially educators in Islamic educational institutions. Education is really important for all living things, especially humans, with human education getting better because they have the power and mindset to do things wisely and correctly.

However, at this time the quality of human resources has decreased drastically, you could say the lack of morals caused by technological advances that make proxy wars is one of the causes. As we know, people who work at Islamic educational institutions are very focused on the teachings of Islam that they teach, there are a lot of traditional teachings carried out by Islamic lessons, which causes at least the backwardness to carry out the latest innovations because of the teachings taught by Islam. Moreover, there are so many hoaxes, slander and untrue news in vilifying human resources in Islamic educational institutions today (Chetty et al., 2019).

Digitalization is the result of the evolution of technology (especially information) which has changed almost all aspects of life, including the order in business (business) and education. Some say that disruption is a threat. However, many parties also say that the current condition is an opportunity (Soboń & Urych, 2021). This era of disruption is a

phenomenon when people shift activities that were originally carried out in the real world, to the virtual world. This phenomenon develops in changing patterns starting from the world of business, banking, transportation, social society and even to the world of education.

Disruption is a term popularized by Clayton Christensen and Michael Porter as a continuation of the tradition of thinking "must compete, to win (for you to win, you've got to make somebody lose)". These two Harvard Business School professors have dominated the business world for the past 22-37 years. Companies of all levels and industries need to apply new technology to create sophisticated business models that are able to bring greater value to their customers because there are invisible opponents who are trying to shift their position (Heriyanto, 2018).

Plus now is the era of disruption that makes all individuals start fighting for places or competing with each other where they vilify each other with proxy war behavior. In this era of disruption, proxy wars often occur which cause each other to give each other false news and slander or accusations of unclear origin. Where all human resources accept the input raw before digging further into the meaning and significance.

Moreover, the current era of disruption is also developing very quickly, every time a new technology appears, all aspects of life also change automatically, following the current trend. Where previously there were no online motorcycle taxis, now there are online motorcycle taxis, online shops and many more.

The development of information and communication technology is very rapid and can no longer be avoided, because the development of this technology itself will have a very large influence on various fields, especially in the field of education. The use of information and communication technology has become a necessity for education in Indonesia, especially in Islamic educational institutions. Islamic educational institutions will be able to survive if they are able to keep up with the times, one way to survive is by mastering information and communication technology that is currently developing (Alvarez-Cedillo et al., 2019).

One of the efforts that Islamic educational institutions can do in dealing with the development of information and communication technology is to improve the quality of human resources. Human resources in educational institutions have a very important and strategic role in advancing Islamic education. N Human resources are also one of the central factors of an educational institution, only by improving the quality of human resources can educational institutions be advanced and qualified.

Thus the program to improve the quality of education must lead to mastery of life skills. Life skills themselves include general life skills which consist of two skills, namely personal skills and social skills. Meanwhile, specific life skills include academic skills and honesty skills. That is why it is necessary to make efforts to improve the quality of the resources of the educators in order to be able to improve the quality of the students themselves.

Meanwhile, the condition of human resources in Islamic educational institutions on average is still not managed optimally. Because human resource management in Islamic educational institutions is currently still managed as it is, especially in villages or other remote areas. If there is no serious effort from the principal as the leader of the educational institution, then the existence of Islamic educational institutions will increasingly experience a setback. While the existence of Islamic educational institutions itself is very dependent on the management of human resources.

As the explanations given by the author above, it can be explained that the influence of developing the quality of human resources in the era of disruption accompanied by proxy wars in Islamic educational institutions is really worrying because their function in this digital era is really different from the past. Now Islamic educational institutions are shifting more towards teaching ethical values, culture, character, wisdom, experience, to social empathy because these values cannot be taught by machines. Disruption is not just changing an educational institution's utility into the will of a machine. But what is more important is the development of the quality of human resources in Islamic educational institutions in providing knowledge, facilitators, motivators, and even inspirations in developing the imagination, creativity, character and team work of the younger generation needed in the future.

Dari berbagai penelitian yang telah dilakukan oleh para ahli tersebut, nampaknya penelitian mengenai pengembangan mutu SDM di lembaga pendidikan Islam dalam menangkal *proxy war* di era disrupsi masih sangat jarang dilakukan. Karena itu penelitian ini akan difokuskan di situasi yang dihadapi lembaga pendidikan Islam berkenaan dengan pengembangan mutu SDM dalam mengangkal *proxy war* di era disrupsi, dengan melakukan kajian secara komperhensif berkenaan dengan pokpok permasalahan tersebut. Dengan demikian posisi penelitian ini cukup berbeda dengan berbagai penelitian yang sudah dilakukan sebelumnya. Oleh karena itu penulis beranggapan betapa pentingnya manusia dalam sebuah lembaga untuk mencapai tujuannya. Penelitian ini dilakukan untuk agar memperoleh pengetahuan sepertia implementasi apa untuk pengembangan terhadap sumber daya manusia di lembaga pendidikan Islam dengan harapan agar bisa berkembangan maju, menjadi referensi dalam manajemen sumber daya manausia pada lembega-lembaga pendidikan lainnya khususnya pada lembaga pendidikan Islam di era disrupsi dan kerap kali terjadi *proxy war*.

Research Methods

This study uses an approach that belongs to the type of descriptive-qualitative research with the research method used is library research or literature study. Research with a descriptive-qualitative approach through this library research method will technically describe a research problem and its solution through a description process. Therefore, the type of data needed is qualitative data, namely data in the form of descriptions or descriptions that have significant relevance to the research theme. This qualitative data is in the form of a description of the development of the quality of human resources and the challenges of Islamic educational institutions during the proxy war in the era of

disruption obtained from various literary sources, such as journals, library books and other sources related to research problems.

The process of collecting data in this study was carried out using library techniques. This technique is operationally carried out by carrying out a series of data collection activities, reading, recording and processing data that has been collected and contained in various literature sources (Zuhroh & Rakhmawati, 2020). The next step is to analyze the data using descriptive-analytical techniques. This data analysis technique is operationally applied in this research by conducting an assessment and review of the data that has been collected to be understood and analyzed and tested for validity to obtain research findings that are credible and can be accounted for academically.

Results and Discussion

Concept of Human Resource Management

The main role of managers in the management of human resources today has undergone a shift, in the past managers used to give orders and human resources were a group of people who would only take orders.

Various kinds of resources, both tangible and abstract, are realized to achieve a result. In order to achieve maximum results, an effective management art is needed to achieve the target. The art is management, or in English it is called to manage. Bedeian and Glueck argued that if a company wants to survive, it must achieve its goals in an efficient manner. A management expert, Daft explained that management is an effort made to achieve an organization's goals effectively and efficiently which is achieved through planning and controlling organizational resources. Management can manage various existing resources effectively so that they are right on target, both resources in the form of materials/energy, circumstances, data, quality, projects, time, and personnel. Management can also manage these resources efficiently in order to maximize performance quickly.

HR is the potential contained in humans which can then be developed for the production process where the process can create an outcome in the form of goods and services. To achieve effective processes and achieve these goals, once again the art of management is required. This art is Human Resource Management, which is then abbreviated as HRM.

HR can be said to be an art, because in the process there is a common ground for art and science as well as a management function of an organization. These basics have represented a clump of managerial activities in it, namely planning, organizing, implementing, and controlling. However, Robbins and Coulter divide the management function as a process of planning, organizing, leading, and controlling. Meanwhile, according to Dessler, most experts agree that there are five basic functions carried out in the management process including: planning, organizing, staffing, leading, and controlling. The functions above are then managed by a manager to carry out his managerial functions in an organization.

In its application, HRM is an art and science related to strategic management, namely the preparation of various decisions, then their application, to their evaluation. All of them refer to the goals of the organization, the development of policies and plans to achieve the goals, as well as allocating available resources for the implementation of these policies and plans. In addition to strategic management, HRM also includes operations management which focuses on the production process, as well as ensuring that maintenance and development can run effectively and efficiently. As Mathis and Jackson argue that HRM includes strategic management and operational activities related to HR performance in an organization.

In HR activities, at least four appropriate targets or objectives must be used as references so that HR activities can achieve their goals. These four things include: societal objectives, organizational objectives, functional objectives, and personal objectives. First, the social goal in an HRM is so that an organization socially and with generally agreed principles can be responsible for the integrity and challenges of society by trying to minimize its negative impact. Second, organizational goals are made to help an organization achieve its formal goals. Third, the functional goal is to maintain the function of the organization itself in the contribution of the HR department according to its level. Fourth, individual goals, namely the goals of each member of the organization achieved through their contribution to an organization (Nguyen et al., 2019).

The organization exists to provide value to its community and help them improve their well-being. Therefore, the HRM process cannot conflict with the interests of the community, meaning that both must work together to build good welfare so that they can provide mutual benefits. Organizations must also as much as possible minimize the negative impact of various activities that concern the environment by working effectively and efficiently. Programs in HRM are carried out in order to increase the productivity of the organization, so that the components of an organization must be in synergy between activities and HR with these organizational activities. Proper management of functions is needed in order to achieve the organizational goals that have been made previously while maintaining the entire contribution of good human resources. The motives of members involved in an organization are very heterogeneous. Therefore, the organization must provide the possibility for them to achieve it. Because their support really helps the organization achieve its goals (Rauta, 2020).

Quality Development of Human Resources in Islamic Educational Institutions

(Permatasari, 2019) categorizes Islamic educational institutions as noble industries, namely noble industrial institutions that carry out the mission of achieving profits/profits if the effectiveness and efficiency of funds is achieved. This Islamic educational institution also carries a social mission that can be obtained if the institution has adequate, effective, and high efficient human-capital and human-social capital.

The success or failure of achieving goals in Islamic educational institutions generally depends on the human resources of Islamic education. The quality of human resources will also determine how the Islamic educational institution will be in the future. Fadjar

stated that the thing that has the most active role in the progress of Islamic educational institutions is the human resources of Islamic education.

The concept of HRM in Islamic educational institutions is almost the same as the concept of management of organizations/companies in general, only because it bears the name of Islam, there must still be Islamic values in practice. In addition to the need for quality human resources, it is also necessary to keep clean intentions and goals, good behavior and mentality according to Islamic religious guidance. As stated by Muhaimin et.al, in the management of Islamic education, there needs to be an integration between the attitudes of managers and leaders who have an Islamic spirit, both Islamic teachings and values. The values as an effort to develop HR management in Islamic educational institutions are: first, the management begins with intention. Second, Islam teaches to practice it so that a good work ethic is needed. Third, the two previous points emphasize important values to be used as character, attitudes, habits in managing Islamic education.

In an effort to develop and advance Islamic educational institutions, Islamic education human resources should have four sides as stated by Syam and Arifin: first, faith in the Shari'a. Second, understanding and scientific reasoning about the Shari'a. Third, appreciation and practice of the mind in the implementation of the Shari'a. Fourth, the practice of sharia in an effort to develop Islamic educational institutions. Islamic education human resources should be integrated with the soul, ideals, personality of Islamic educational institutions, as well as the practice of Islamic law in practice to achieve the goals of Islamic educational institutions (Soboń & Urych, 2021). The management of human resources by the head of the institution is really very influential on the progress of the institution. Not only empowering human resources. However, fostering, developing and improving human resources in these Islamic educational institutions.

(Adom et al., 2020) argues that to face the challenges of globalization as it is today, Islamic educational institutions need to have human resources with a minimum of six abilities, including: to know, to do, to live together, to be, to have a mastery of local, and to understand the nature-God made. As for organizing as an effective form of managing human resources, it is by paying attention to things such as: goals, workload analysis and job descriptions, and choosing someone based on the first 3 things. As we know that the most basic process of a management is planning, namely planning.

HR planning in Islamic educational institutions is made with competent people for planning for the world and the hereafter. Carefully and thoroughly trying to reach the best point accompanied by tawakkal. Planning is designed to obtain appropriate HR qualifications in the recruitment process. Then after getting the appropriate human resources, training and human resource development is needed to encourage them to improve their performance. For the maintenance of human resources, it can be in the form of giving rewards that are in accordance with their achievements.

At least the following two things must be applied so that Islamic educational institutions can compete with other educational institutions, namely: first, the thing that makes Islamic educational institutions a little behind is that it can be due to delays in responding to the

times, therefore it is necessary to have an in-depth objective understanding of the issues involved. Become a problem that ever existed in Islamic educational institutions, it could also be due to the lack of mastery of science and technology by their human resources. Second, there is a need for management developments in Islamic educational institutions, especially in the era of disruption, such as developing basic literacy, upgrading HR competencies, namely students and teaching staff, exploring communication competencies and having a collaborative attitude, as well as updating goals and various components in educational institutions. Islam to suit the dynamics of the times (Dewi et al., 2019).

Human Resources in the Age of Disruption

In the era of disruption, human resources should meet their competencies, in order to have high competitiveness, so that they can make superior contributions in order to realize the goals of an organization. Sihite explained that a combination of three things including knowledge, skills, and attitudes as well as individual characteristics is needed to achieve a level of competence in the era of disruption so that they have effective and superior performance at work.

In this era of disruption, there are many challenges that must be faced, including: HR must be creative and innovative, able to adapt to technological advances, must be ready to undergo new professions that have never existed before, educators in educational institutions must also be ready with policies that have never existed before. New policy.

According to Sihite, the strategies needed in order to realize human resources with high competitiveness capabilities, according to Sihite, include: upgrading HR competencies through increasing education and skills, applying the education system as well as training according to the era of disruption to equip oneself to face the challenges and needs of that era, and change culture. HR work that should adopt the latest culture that applies in the era of disruption, that culture is a culture that has the skills to interact and communicate (In et al., 2021).

This era of industrial revolution really requires competent enough human resources to be able to take advantage of sophisticated technology and data literacy according to technological developments so that they are more innovative and adaptive. The demands of this revolutionary era also require the implementation of an up-skilling and reskilling program for HR according to the needs of today's world.

Aziz Hussin as quoted by Nadeak that there are 10 skills needed by HR in the era of disruption in 2022, including: 1) complex problem solving, critical thinking, creativity, peple management, coordinating with other, emotional intelligence, judgment and decision making, service orientation, negotiations, cognitive flexibility. Human resources in the era of disruption require those who have the ability to solve complex problems, they are also able to think critically and creatively in all things, have human management and coordination with others, have emotional intelligence, are able to provide judgments and decisions, their cognitive abilities are quite flexible (Wisner, 2019).

Therefore, adjusting the management of Islamic educational institutions in line with the proxy war situation in the era of disruption and taking into account various conditions of ongoing development is something that is very much needed as part of the institional process in responding to various issues that are happening. Thus, Islamic educational institutions are expected to be better prepared to face all the challenges that exist and be able to access various opportunities for the development of Islamic educational institutions in the future (Rauta, 2021).

Conclusions

Based on the explanation above, it can be concluded that Human Resources in Educational Institutions must be developed in a transformative and integrated manner with the demands and developments of the times. Because the current era is in the era of the industrial revolution 4.0 or what we know as the era of disruption, the demands for complex competencies cannot be avoided. Educational institutions must be aware of a good strategy in order to meet the needs of adequate human resources. Each individual should also be aware of the limitations of their competence and want to develop themselves according to the demands of the era of information and communication technology that is increasingly massively controlling human civilization. Like any professional position in any field of work, HR is required to have individual, social, professional competencies as well as 21st century life skills with nuanced mastery of technology in all its fields.

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