

STRATEGIC PLANNING AND MANAGEMENT OF HUMAN RESOURCES IN EDUCATIONAL INSTITUTIONS

Saiful Bahri

Institut Agama Islam Negeri (IAIN) Tulungagung

Email: saifulb2281@gmail.com

Abstract : *Strategic planning in educational institutions is the whole process in a mature thought and determination than the things that will be done in the future in order to achieve a predetermined goal. Strategic planning is a dynamic process that must be able to move the entire organization. In general, any organization can undertake strategic planning, but not all organizations need to do so. Management of human resources is a with drawal, selection, development, maintenance, and use of human resources to achieve both goals of individuals and organizations. The function of human resource management as well as general management functions. The purpose of human resource management can be formulated with an effort to leverage the resources both natural resources, capital resources and human resources to achieve goals effectively and efficiently both in terms of productivity or satisfaction in accordance with the values espoused..*

Keywords: *Strategic Planning, Humant Resources, Educational Institutions.*

Introduction

Entering the XXI century, a major challenge faced by all nations in the era that many call the era of globalization is the intense competition in various fields. This competition will enter all dimensions of life and touch geographical areas in various parts of the world. Various kinds of products and services (goods and even human resources) from one country will invade into other countries. If you want to be able to survive or even become a winner in this competitive era, then ownership of competitiveness is an absolute prerequisite that is not negotiable.

The world of education - including Islamic education - is one area that cannot escape from this challenge. With the increasing number of educational institutions and the variety of programs offered, managers of Islamic education are required to be able to race and compete fairly for an increasingly critical and objective education market. The key to success that must be possessed and is the most effective competitiveness is quality. Anyone who has the quality, the opportunity to become a winner will be very open.

Reality shows that quality educational institutions are increasingly in demand by the community, although to be able to access them the community must pay more. In various cities, there are many emerging quality Islamic schools with various names and programs offered. There are superior schools, integrated schools, etc. all of which are increasingly in demand by the community.

However, the strategic significance of quality for increasing competitiveness has not yet been realized maximally and evenly in the administration of educational institutions in Indonesia, including Islamic educational institutions. This is understandable because efforts to improve quality are not simple and can be done instantly. Adding an allocation of funds in an order does not guarantee that it will produce quality educational institutions. Quality problems are management problems that are quite complex. Quality problems involve philosophies and outlooks on life that are more substantial. Quality problems are also a matter of habit or culture that must be instilled early on. Therefore effective management of human resources and strategic planning is needed in order to improve the quality of education.

Research Methods

Seeing the implicit meaning of the title and the problem being studied, this study is included in the type of library research with a qualitative approach, namely research that does not carry out quantitative data calculations¹. There are several main keys in the research literature (literature) with a qualitative approach, viz: (a) The researcher is the main instruments that will read the literature accurately; (b) The research is done descriptively. It means describing in the form of words and picture not in the form of number; (c) More emphasized on the process not on the result because the literature is a work that rich of interpretation; (d) The analysis is inductive; (e) The meaning is the main point.

The primary or primary literature reviewed in this study are books and literature on human resource management and management of Islamic education, such as: Basir Barthos, *Manajemen Sumber Daya Manusia Suatu Pendekatan Makro*, T. Hani Handoko, *Manajemen Personalialia Dan Sumber Daya Manusia*, Syahrin Harahap, *Islam Dinamis; Menegakkan Nilai-nilai Ajaran al-Qur.an dalam Kehidupan Modern di Indonesia*, Cut Zahri Harun, *.Peningkatan Kualitas Sumber Daya Manusia Melalui Pendidikan MerupakanKunci Keberhasilan Suatu Lembaga di Era Globalisasi dan Otonomi Daerah.*, dalam *Jurnal Pendidikan dan Kebudayaan*, Susilo Martoyo, *Manajemen Sumber Daya Manusia*, Mastuhu, *Menuju Sistem Pendidikan yang Lebih Baik Menyongsong Era Baru Pasca Orba*, Soekidjo Notoatmodjo, *Pengembangan Sumber Daya Manusia*, Soekidjo Notoatmodjo, *Pengembangan Sumber Daya Manusia*, and other.

As a library research, the data collection method used is the documentation method, which is data about variables in the form of books, notes, transcripts, newspapers, magazines, journals, and so forth. While the data analysis technique chosen is descriptive analysis using a series of logical thinking that can be used to construct a number of concepts into propositions, hypotheses, postulates, axioms, assumptions, or to construct into theories. The paradigm² is (a) the perceptive way of thinking, which is used to perceive data that is relevant and relevant to the subject matter being investigated; (b)

¹ Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 1990), 2

² Noeng Muhadjir, *Metodologi Penelitian Kualitatif*, (Yogyakarta: Rake Sarasin, 1998), 55

descriptive thinking, which is used to systematically describe data in accordance with the systematic discussion used in this study.

Discussion

The Concept of Strategic Planning and Planning in Islamic Education Institutions Organizations, according to Pidarta, are distinguished between a group of jobs or work units (job), position (position), and task (task). The three occupational groups constitute a hierarchy in the organization. The highest hierarchy is the work unit, then following office, and finally the task. The jobs in the organization are initially divided into specific units, then each unit is further elaborated into several positions, and each position is also translated into several tasks. These tasks are generally done individually.³ Work units reflect workplaces, positions reflect facilities that give rise to the authority to control work, while duties reflect obligations that must be undertaken. For officials to be aware in addition to the workplace, there is authority, and there are also obligations. The three of them are strung together into one integrated unit.

Secondary school organizations for example can be arranged in a work hierarchy as follows: First, is the unit leader or chairman; Second is the implementing support unit; and third is the implementing unit. Each divided into several positions. For the leadership unit, it is divided into school principals' positions and one or several deputy headmasters; Implementing support units consist of positions in laboratories, libraries, media sources, curriculum and administration; As for the implementing unit consisting of the position of homeroom teacher, teacher, and resource persons. Each position consists of tasks, that is, the work carried out by each individual. In administrative positions, for example, they can be broken down into chair duties, financial tasks, filing tasks and assistant duties.⁴

In terms of the subject that occupies the structure, every organization including Islamic educational institutions consists of managers and staff. Managers are divided into three types, namely top managers, middle managers and front / lowest managers. While there are also three types of staff doctrines, namely the work of staff providing services, the work of staff who anticipate, and the complete

³ Made Pidarta, *Manajemen Pendidikan Indonesia*, (Jakarta : PT. Bina Aksara, 1988), 193

⁴ *Ibid.*, 64

staff work.⁵ Thus, the organization is a neat arrangement to achieve the goals formulated.

The industrial era, the technological era, the information era or the globalization era demanded organizational management capacity with the following characteristics:

- a. The organization moves more effectively on the basis of its mission.
- b. The organization is always trying to meet the needs of "customers".
- c. Organizational activities need to be more proactive.
- d. For survival and development of life, organizations need to pursue competitiveness.
- e. Members of the organization must be more diligent in working (*industrios*).
- f. Members of the organization must be more enterprising.
- g. The leader wants to mobilize all of its members with empowerment.
- h. Leaders encourage their members to always improve their knowledge and skills so that they are up-to-date and relevant to their work.
- i. Planning is carried out in an integrated manner, while implementation and control are carried out in a decentralized way.

These management capacities require a transformation towards management change to implement a contemporary management system called "Total Quality Management" (TQM).

Thus, TQM is an approach that should be implemented by today's organizations to improve the quality of its "output", reduce production costs and increase productivity. For this reason, for TQM to work well, it needs to be translated into action through strategic planning. Strategic planning as the initial process of strategic management is a process in which the organization's guiding staff describe the future of the organization and develop its procedures and implementation to achieve this future.

Planning or planning can be defined as "the whole process of thinking and determining in a mature manner rather than the things that will be done in the future in order to achieve the goals that have

⁵ Mujamil Qomar, *Manajemen Pendidikan Islam: Strategi Baru Pengelolaan Lembaga Pendidikan Islam*, (Jakarta: Erlangga, 2008), 209-210

been determined".⁶ Anderson and Bowman in his book *Theoretical Consideration in Educational Planning* as quoted by Ahmad Rohani and Abu Ahmadi, argued: "Planning / design is the process of preparing a set of decisions for future actions".⁷ Planning becomes the first organic function because it is the basis and starting point of further implementation activities. The reason is that without a plan, there is no basis for carrying out certain activities in the context of achieving goals.

Planning becomes very important because it functions as a guide for activities, targets and results in the future, so that any activities carried out in terms of the strategy of Islamic educational institutions so that they can run in an orderly manner. The hadith below states:

حَدَّثَنَا الْحُمَيْدِيُّ عَبْدُ اللَّهِ بْنُ الزُّبَيْرِ قَالَ حَدَّثَنَا سُفْيَانُ قَالَ حَدَّثَنَا يَحْيَى بْنُ سَعِيدٍ الْأَنْصَارِيُّ قَالَ أَخْبَرَنِي مُحَمَّدُ بْنُ إِبْرَاهِيمَ التَّيْمِيُّ أَنَّهُ سَمِعَ عَلْقَمَةَ بْنَ وَقَّاصِ اللَّيْثِيِّ يَقُولُ سَمِعْتُ عُمَرَ بْنَ الْخَطَّابِ رَضِيَ اللَّهُ عَنْهُ عَلَى الْمِنْبَرِ قَالَ سَمِعْتُ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَقُولُ إِنَّمَا الْأَعْمَالُ بِالنِّيَّاتِ وَإِنَّمَا لِلكُلِّ امْرِئٍ مَا نَوَى

Imam al-Bukhari said that he had delivered (riyawat) to us al-Humaidi Abdullah ibn Zubair, had delivered (narration) to us Sufyan, He said he had delivered (history) to us Yahya ibn Said al-Anshori, he said, had delivered (narration) to us Muhammad ibn Ibrahim at-Taimy, in fact he heard 'Alqamah ibn Waqash al-Laisy, He said, I listened to Umar ibn al-Khattab RA on the pulpit. He said: I heard the Messenger of Allāh SA said: Indeed, all deeds must be accompanied by intentions and everything depends on what is intended.⁸

This hadith shows that to achieve a good level of results must be done with good planning. The intention is the intention or vibration in the heart. But the intention in the study of jurisprudence must be accompanied by deeds, and if it is only vibration, then it is not intention but only desire. Therefore, in human resource management Islamic education in intending (planning) must be concrete and not abstract so that success can be realized.

⁶ S.P. Siagian, *Filsafat Administrasi*, (Jakarta: Gunung Agung, 1981), 108

⁷ Ahmad Rohani dan Abu Ahmadi, *Pedoman Penyelenggaraan Administrasi Pendidikan Sekolah*, (Jakarta: Bumi Aksara, 1990), 12

⁸ Muhammad bin Ismā'il Abū Abdillāh al-Bukhāriy al-Ja'fi, *al-Jāmi al-Shāhih al-Bukhari, juz 1*, (Mauqiu al-Islam: Dalam Software Maktabah Syamilah, 2005), 3

Planning is a series of actions for the future. Planning aims to achieve a consistent and coordinated set of operations in order to obtain the desired results. Planning is the main task of management.⁹ Strategic planning usually consists of elements of "Vision" (a picture of the future), missions, guiding principles, strategic objectives, strategies to achieve that goal and the formulation of supporting activities. Strategic planning is a dynamic process that must be able to move all parts of the organization. In general, every organization can do strategic planning, but not all organizations need to do it.

The organization can carry out a strategic plan if: (1) Can describe the future clearly. (2) Can formulate or conclude missinya. (3) Can distinguish missinya with the mission of the organization on it. (4) Can find out: the important "customer". (5) There are leaders who appreciate the need for quality and productivity.¹⁰

If these requirements cannot be met, then the organization is better off carrying out operational planning or "business planning". Knowledge about strategic planning needs to be owned by the leadership to be able to begin to transform towards quality for the organization. If carried out correctly and supported by the leadership's commitment, strategic planning can benefit the organization as follows:

- a. Strategic planning can strengthen the "critical mass" into a compact team, because it is directed to adhere to core values, main systems and shared goals. "Critical mass" is the core group of an organization that has the motivation, "aptidute" and basic knowledge (profound knowledge) to improve the quality and productivity of the organization.
- b. Strategic planning can help to optimize the organization's "performance". Organizational "performance" increases when all functions or parts of the organization work together in harmony. If the members of the organization from various parts work together in a process that crosses the functional line, then it is likely to achieve system optimization in the organization. In this connection needed "critical mass" who understands the system and understand how its activities in order to have a contribution to the system (the overall organization). In this way sub-

⁹ Oemar Hamalik, *Pengembangan Kurikulum*, (Bandung: PT Remaja Rosdakarya, 2004), 135

¹⁰ Soewarso Hardhosoedarmo, *Bacaan Terpilih tentang Total Quality Management*, (Yogyakarta: Andi Yogyakarta, 2004), 75

optimization can be avoided. Sub-optimization occurs when each member tries to maximize the achievement of their respective section goals. This can ultimately hurt the achievement of the organization's total goals. Systematic thinking is an important component in strategic planning and TQM. Systematic thinking is the ability to combine parts into a totality. Efforts to improve process interactions are also a major component of systemic thinking. Without strategic planning based on systemic thinking, suboptimization that occurs is considered as if the right thing. Strategic planning done correctly, can help organizations to identify situations that can lead to sub-optimization. To avoid sub-optimization, leaders can cross-functional process management and lead their members to work coordinatively.

- c. Strategic planning can help leaders to always focus attention and adhere to the framework for continuous improvement efforts. Strategic planning always helps leaders focus their attention so that planned improvements and innovations can be evaluated to what extent these activities support "Vision" for the organization. Furthermore strategic planning can also provide a framework for prioritizing, structuring and integrating improvement efforts. Translating strategic objectives into reality requires each function in the organization to determine the process of products and services that will support the achievement of these goals. Efforts to meet the needs of the main "customer" often include joint efforts of various functions or parts of the organization. The section managers must work together so that each part's improvement plan has a total effect on the organization's optimal "performance". This requires that strategic objectives need to be supported by broad strategic. Furthermore, a supporting activity plan must also be developed for each strategy. Then the focus and framework as mentioned earlier are also useful if the leaders and managers have a discussion about the allocation of resources.
- d. Strategic planning provides guidelines for daily decision making. Strategic planning does not only guide large businesses, but also guides daily activities. Strategic planning is expected to affect all levels in the organization, by clearly communicating about strategic objectives at all levels. Communicating strategic objectives clearly enables each member to make decisions in the direction of attaining organizational goals. Thus, organizational

goals can be achieved through the mobilization and direction of the daily activities of all members.

- e. Strategic planning always makes it easy to measure the organization's progress in achieving its goals to improve quality and productivity. The main elements of TQM are the existence of process objectives to achieve these objectives and measurements to assess the progress of the process.

Change as a natural process when it must occur, whether realized or not, because it is a dynamic. However, not all changes bring benefits, sometimes the changes will be disastrous in the life of the organization. Therefore, managers of Islamic education must manage the change so that the change leads to controlled efforts and orientation.

The purpose of this change actually leads to renewal. Educational renewal activities, for example, always try to make improvements in education in order to achieve better results than previous results so that the parameters used are effectiveness and efficiency. How to streamline and streamline the implementation of education ?, so that the term change management should be replaced by the term renewal management. But James L. Price tries to distinguish “ *Innovation is a less general term than social change, that is, any modification of the social structure and / or culture of a social system. All innovation is social change, but not all social change is innovation.*”¹¹

To implement changes in an organization requires a strategic plan. One simple model of strategic planning can be visualized as follows:

1. Pre-planning activities, Strategic planning is the responsibility of the top leadership of the organization, and should not be delegated to its staff. However, in implementing the strategic planning, the leadership can ask the TQM coordinator as a consultant and to prepare logistics to support the planning. Furthermore, with the help of the TQM coordinator, the leader appoints a facilitator who will be tasked with collecting and analyzing data into information for the basis of making improvements. Leaders can also form a team of "critical mass" to develop strategic plans.

¹¹ James L. Price, *Handbook of Organizational Measurement* , (London : DC. Health and Company, 1972), 118

2. Organizational Assessment, With the information summarized, the facilitator then makes an "executive summary" which consists of a rough formula of the mission, vision, guiding principles and planning assumptions. Furthermore, the facilitator is also tasked with conducting an assessment of the internal and external environment of the organization, such as communication, inter-departmental cooperation, commitment, team work, innovation and suprasystem influence.
3. Mission: is a statement about fixed goals that are fixed. Next the mission explains what the organization must do, for what or who it is doing and how to do it.
4. Vision: Is an ideal picture of where and how the organization will manifest in the future.
5. Guiding principles: are patterns of values that need to be adhered to by the conduct of members of the organization.
6. Assumption of planning: is a belief based on experience and knowledge of internal and external events that can influence the achievement of desired goals. This planning assumption, in strategic planning, is stated explicitly or not.
7. Gap analysis is a discussion of the difference between the current state of the organization and the coveted state of the organization in the future.
8. Strategic objectives, Strategic objectives are circumstances that are required to bring the organization toward the vision that was declared. These strategic goals are what they want to achieve in the long run that are consistent with the mission, and usually require commitment to provide resources. Usually for an organization there are a maximum of five strategic objectives.
9. Strategy, Explain how strategic objectives are to be achieved. In essence, strategy is the overall direction of resources to control situations and spaces to achieve the goals outlined.
10. Supporting activities: Explain who will carry out activities and when they do.

After the above activities were completed, finally with the top leadership, and with the help of the TQM coordinator and facilitator, the "critical mass" prepared a strategic plan. The strategic plan in turn needs to be disseminated throughout the entire echelon of the organization to be understood and implemented. To support the implementation of the strategic plan, actions plans need to be made in stages for 1-2 years.

The action plan that supports the strategic plan is then implemented and evaluated to suit the vision, mission and strategic objectives outlined. The cycle (cycle) of the activities in advance continues to improve until the strategic objectives are optimally achieved. Thus the strategic planning process is an interactive process. Strategic planning can also change because the demands of the changing environment. Without updating the strategic plan, the organization becomes static which is not beneficial for the survival and development of the organization. For this reason, a Chief Executive Officer (CEO) of a large company said: "to make the status quo seem more dangerous than launching into the unknown".

The Concept of Human Resource Management in Islamic Education Institutions

The concept of human resources develops when it is known and realized that humans contain various aspects of resources even as energy sources. Humans are not only in the number of elements, as impressed by the notion of population, but also the quality, and this quality is not only determined by the aspects of the skills or strengths of his physical energy, but also his education or level of knowledge, experience or maturity, and his attitude or values he has .

Then what is meant by human resource development? Soekidjo Notoatmodjo concluded that what is meant by human resource development (HRD) in macro is a process of improving the quality or ability of humans in order to achieve a process of improving the quality or ability of humans in order to achieve a national development goal. And micro, in the sense that in the environment of a work unit (departments or other institutions), the resources referred to are manpower, employees or employee employees). So what is meant by human resource development is a process of planning education, training and management of personnel or employees to achieve an optimal result.¹²

Ahmad Sanusi stated that if the last century was called the century of product / service quality, then the future would be a century of quality human resources. Qualified human resources and the development of quality human resources are no longer rhetorical

¹² Soekidjo Notoatmodjo, *Pengembangan Sumber Daya Manusia*, (Jakarta: Rineka Cipta,1998), Cet. II, 2-3

issues or themes, but rather are bets or mainstays and tests of every individual, group, community, and even every nation.¹³

Human resource development is a lifelong process covering various fields of life, mainly carried out through education. When viewed from an economic point of view, improving the quality of human resources is further enhanced by the mastery of the knowledge, skills and technology needed by the world of work in an effort to increase the efficiency and effectiveness of the production process and maintain economic balance.

The development of quality human resources is a contextual process, so that the development of human resources through educational efforts is not limited to preparing people who master the knowledge and skills that are suitable for work at this time, but also humans who are capable, willing, and ready to learn for life.

The program to improve the quality of human resources through education will provide benefits to institutions in the form of productivity, morale, work efficiency, stability, and flexibility of institutions in anticipating the environment, both from within and from outside the institution concerned. The function and orientation of education and improving the quality of human resources have been made in a Ministry of National Education policy in three main strategies for national education development, namely: 1) Equal distribution of educational opportunities, 2) Increasing the relevance and quality of education and 3) Improving the quality of education management. From this limit it can be concluded that the process of developing human resources consists of planning (planning), education and training (education and training), and management (management).

Man was created by God as the recipient and executor of the teachings so that he is placed in a noble position. To maintain his noble position and good personal form, God equips him with reason and feelings that enable him to receive and develop knowledge and cultivate the knowledge he has. This means that humanity's position as a noble creature is due to reason and feeling, science and culture which are all linked to devotion to the Creator.¹⁴

¹³ Ahmad Sanusi, *Pendidikan Alternatif*, (Bandung: Grafindo Media Pratama, 1998), 7

¹⁴ Zakiah Daradjat, *Ilmu Pendidikan Islam*, (Jakarta: Bumi Aksara, 1996), Cet. III, 3

Potentials given to humans are basically a guide (guidance) of God which is intended for humans so that he can carry out an attitude of life that is in harmony with the essence of his creation.¹⁵ In line with efforts to foster all human potential, Muhammad Qutb argues that Islam carries out education by taking a holistic approach to human form, so that nothing is left behind and neglected at all, both in terms of physical and spiritual aspects, both mentally, and all its activities in this earth. Islam views man in totality, approaches him on the basis of what is in him, on the basis of the nature given by God to him, nothing is ignored and does not force anything other than what he is made according to his nature. This opinion provides clear instructions that in the context of achieving Islamic education strive to foster all potential in harmony and balance.¹⁶

Hasan Langgulung saw the potential that existed in humans was very important as a gift given by God to carry out his duties as a caliph on earth. A special position in this universe. Man will not be able to carry out his mandate as a caliph, will not be able to carry out his responsibilities if he is not equipped with these potentials and develop them as a strength and value more human than other creatures.¹⁷ That is, if the quality of its human resources is of high quality then it can account for its mandate as a caliph well. The quality of human resources is of course not only enough to master science and technology (IPTEK), but also the development of spiritual values, namely in the form of faith and piety (IMTAQ).

From the explanation above it can be understood that the development of human resources is very important, not only from the point of science and technology. However, no less important is the spiritual dimension in the development of human resources. The quality of human resources will not be perfect without religious mental-spiritual toughness.

Human resources who have and hold religious values will be more spiritually resilient. Thus will have more spiritual responsibility for science and technology. Human resources that are not accompanied by loyalty to religious values, will only lead people towards the pursuit of worldly pleasures or mere hedonism. And if the

¹⁵ Jalaluddin, *Filsafat Pendidikan Islam*, (Jakarta: RajaGrafindo Persada, 1996), 108

¹⁶ Abuddin Nata, *Filsafat Pendidikan Islam*, (Jakarta: Logos Wacana Ilmu, 1997), 51

¹⁷ Langgulung, *Manusia dan Pendidikan.....*, 57

spirit of hedonism has mastered humans, it can be predicted what will happen is the maximum exploitation of nature without a sense of responsibility and even the oppression of humans against other humans.¹⁸

Complete conclusions related to the reference for the development of human resources based on the Islamic concept, to form a noble human being, who always worshiped Allah who gave mercy to the universe and devoted to Allah. This is the direction of human resource development according to the Islamic concept.

According to Bashir Barthos, human resource management includes issues relating to the development, use, and protection of human resources both in work relationships and those who are self-employed.¹⁹ Meanwhile, according to Amin Widjaja Tunggal, human resource management is a management function related to the recruitment, placement, training, and development of organizational members.²⁰ According to T. Hani Handoko, human resource management is the withdrawal, selection, development, maintenance, and use of human resources to achieve both individual and organizational goals.²¹

In the view of Islam, Islam strongly encourages its people to manage human resources effectively and efficiently, which starts from selecting prospective employees based on their knowledge, experience, and technical abilities. This is according to the word of God: One of the two women said: "Yes, my father, take him as one who works (for us), For surely the best person you take to work (for us) is a strong person who can be trusted again". (QS. Al Qhashas:26).

The word al-qawiiyu which means strong here can be different according to the different types of work, obligations and responsibilities they bear. Amanah is an important factor in determining the compliance of candidates' eligibility. This can be interpreted by carrying out all obligations with the provisions of God and fear of His rules.

¹⁸ Wakhudin, *Tarmizi Taher; Jembatan Umat, Ulama dan Umara*, (Bandung: Granesia, 1998), 240-241

¹⁹ Basir Barthos, *Manajemen Sumber Daya Manusia Suatu Pendekatan Makro*, (Jakarta: PT Bumi Aksara, 1990), 1

²⁰ Amin Widjaja Tunggal, *Manajemen Suatu Pengantar*, (Jakarta: Rineka Cipta, 1993), 250

²¹ T. Hani Handoko, *Manajemen Personalialia Dan Sumber Daya Manusia Edisi 2*, (Yogyakarta: BPFE, 2001), 4

The understanding of the word al-qawiyu here can be different according to the different types of work, obligations and responsibilities that bear it. Amanah is an important factor for the inclusion of prospective employee compliance. This can be interpreted by carrying out all obligations with the provisions of God and fear of His rules. In another verse it is mentioned:

قَالَ اجْعَلْنِي عَلَىٰ خَزَائِنِ الْأَرْضِ إِنِّي حَفِيظٌ عَلَيْم (55) وَكَذَلِكَ مَكَّنَّا لِيُوسُفَ فِي الْأَرْضِ يَتَّبِعُونَ
مِنْهَا حَيْثُ يَشَاءُ نُصِيبُ بِرَحْمَتِنَا مَنْ نَشَاءُ وَلَا نُضِيعُ أَجْرَ الْمُحْسِنِينَ (56) وَلَا نُجْزِي الْآخِرَةَ خَيْرًا
لِّلَّذِينَ آمَنُوا وَكَانُوا يَتَّقُونَ (57)

Said Joseph: "Make me the treasurer of the country (Egypt); in fact I am a person who is good at caring, more knowledgeable." And thus we gave Joseph a place in the land of Egypt; (he is in full power) go wherever he wants on the Egyptian earth. We bestow our mercy on who we want and we do not waste the rewards of those who do good. And in fact the reward in the afterlife is better, for those who believe and are always pious.(Q.S. Yusuf: 55-57)

In accepting human resources, being able to imitate the recruitment of the Prophet Joseph is a professional employee, has competence and provides an example to all by always doing something good. If the employees are aware, they are the recipients and carry out the mandate of both those who trust it and the mandate of Allah SWT, they are also honest and always provide an example, then a nation will run well. Because every step of the employee or HR will be adorned with rules that have been revealed by God the trustee, so that the leadership behavior that is played, the style used in leadership becomes a role model for the people or the community.

In the above verse, the Prophet Joseph was always aware that all favors were from Allah, so he was always grateful for the favors (rank) that He had given. As a professional employee the Prophet Joseph always tried to act the best and become an employee who acted according to the rules.²²

As a leader, the Prophet Joseph was also known as an honest person. In fact, he is willing to go to jail for a mistake he did not make. He always do honest and trustful in holding office. Not only that, Prophet Yusuf was also an employee who always set an example

²² Ibn Katsir, *Tafsir al-Qur'an juz 4*, (Beirut: Dar al-Fikr, tt), 237

to the community and his friends. He tried to always do good to be emulated by the community.

As the Qur'an clearly hinted that the Prophet Joseph was awarded the wisdom of Science. Kartini Kartono quoted William's opinion about the great man approach stating the extraordinary ability of a leader, so that with all the qualities of his excellence (high intelligence, communication skills and sensitivity to the psychological climate of his group) so he was able to achieve the goals to be achieved.²³

One of the privileges of the Prophet Joseph is being able to interpret one's dreams. People who have the ability to interpret the dream must have certain features and high intelligence. In addition, the Prophet Joseph also has extraordinary wisdom, namely in terms of economic regulation. After the Prophet Joseph became an employee in the form of a treasurer, the economy in Egypt could run well without significant obstacles. So in selecting or holding employee recruitment must be carried out by considering professionalism and competence.

In selecting employees also need to consider the age associated with the type of work. If the employee's needs to handle physical work are prioritized among young people. Meanwhile, if the employee's search is to handle psychic work, personality development or intellectual development, on the contrary it is from people who are relatively old and experienced it is better. They have relatively reached a mature psychological development. If you are young and experienced you should be prioritized. Hamid Hasan Bilgrami and Sheikh Ali Ashraf in a book, *The Concept of Islamic University*, asserted that choosing very old people or people who are accustomed to rigid behavior patterns is considered bad. Conversely, young people who are experienced in the field of education are well versed in all issues related to the Islamization of education are a suitable choice.²⁴

According to Mujamil, good employees have various advantages in terms of different dimensions, including having strong faith, honesty, trustworthy, disciplined, intelligent, skilled, skilled, responsive to problems, responsibilities, having a sense of belonging and developing them, not much to say but a lot of work, experienced,

²³ Kartini Kartono, *Pemimpin dan Kepemimpinan, Apakah Kepemimpinan Abnormal Itu?*, (Jakarta: Rajawali Pers, 1983), 161

²⁴ Hamid Hasan Bilgrami dan Syeh Ali Ashraf, *Konsep Universitas Islam*, terj. Rachman Husein, (Yogyakarta: Tiara Wacana, 1989), 79-80

able to respect others, and easy to get along with. Whereas the person who best meets the qualifications - which means having the greatest opportunity to be accepted as an employee - is the person who has the most potential that can exceed the minimum standards required in the form of health, education level, expertise, personality and so on.²⁵

The next trait that must be possessed by a prospective employee is trust and optimism. The nature of trust and confidence in yourself is a kind of light that radiates in a person. With that nature people will know about their presence, and realize their position in relation to the situation and the surrounding environment. Someone who has confidence and believes in themselves, basically he will easily transfer to others.

Optimism is an important requirement that must be owned by a leader. Without a belief, a leader will not be able to start and initiate what he will do. The Prophet Yusuf was an optimistic leader, because he was aware of the task he was carrying as a form of trust from Allah SWT. Even at first the Prophet Joseph had felt that he would become a leader with his dream of seeing the sun, moon and 11 stars who bowed down to him. And at the end of this surah, the Prophet Joseph said to his father, this is the takbir of my dream that I told you.²⁶

In addition, in choosing educational human resources, the thing to do is to choose the right people who are able to be grateful and implement it at work. In connection with the duties of an employee in Charles J. Keating, that in influencing human work we know Mc Gregor's theory of theory X stating that most of these people prefer to be governed and do not like a sense of responsibility and want security for everything. Following this philosophy then these people should be motivated by salary, honorarium and treated with sanctions. Furthermore, the theory Y is also known, namely that for humans to work is a natural thing as well as playing or resting. People will direct themselves and organize themselves for the achievement of the goals they involve.²⁷

The human resource management function as well as the general management function, viz: Managerial Functions, Planning, Organizing, Directing, Controlling, Operational Functions,

²⁵ Qomar, *Manajemen Pendidikan Islam*....121

²⁶ Jalaluddin al-Mahalli, Jalaluddin al-Suyuthi, *Tafsir Jalalain*, (Semarang: Toha Putra, tt), 187

²⁷ Robert G. Owens, *Organizational Behavior in Education*, (New Jersey: Prentice Hall, Inc, 1987), 45

recruitment, development, compensation, integration, maintenance and separation. All functions in management will be carried out depending on the needs, whether it will be done simply or with a high degree of difficulty, and can use only a few functions. The management process is the interaction and interrelations between several management functions that are used. In carrying out a managerial task a person is inseparable from collaboration with others and is done in a step by step process of doing something.²⁸

The main purpose of human resource management is to increase the contribution of human resources (employees) to the organization in order to achieve the productivity of the organization concerned.²⁹ While Werther and Davis, quoted by Soekijjo, stated that the objectives of human resource management include several objectives, including:

Social objectives; Every organization whatever its purpose, must remember the consequences for the interests of the general public, in addition to the ethical and / or moral aspects of the products produced by an organization.³⁰ An organization that is in the middle of the community is expected to bring benefits or benefits to the community. Therefore, all organizations have a responsibility to manage their human resources so that they do not have a negative impact on society.³¹

Organization objectives; To recognize that human resource management exists, it is necessary to contribute to the overall utilization of the organization. Human resource management is not a goal and the end of a process, but rather a device or tool to help achieve an overall organizational goal. Therefore a resource management unit or section in an organization is held to service other parts of the organization.

Thus, according to the authors the nature of the objectives of human resource management can be formulated with an effort to utilize various resources (natural resources, both natural resources, capital resources and human resources to achieve goals effectively and

²⁸ *Ibid.*, 14-15

²⁹ Handoko, *Manajemen Personalia ...*, 118

³⁰ Susilo Martoyo, *Manajemen Sumber Daya Manusia Edisi 4* (Yogyakarta: BPFE Anggota IKAPI, 2000), 13

³¹ Soekidjo Notoatmodjo, *Pengembangan Sumber Daya Manusia*, (Yakarta: Rineka Cipta, 2003), 118

efficiently both in terms of productivity and satisfaction in accordance with the values adopted.

The era of globalization, which is characterized by transparency in all fields of life, has demanded qualified human resources who have a sufficient set of knowledge and skills balanced with certain values in accordance with the character of the new world. Namely a world without borders (borderless world) which means that communication between humans becomes so easy, so fast, and so intensive that the boundaries of space disappear. The values include; professionalism, competitive, effective and efficient in work procedures, so that the function of education is not merely as an agent of knowledge. however, it must be able to accommodate the experience, skills and values of globalization in one educational package.³² Thus the orientation of education must be related and commensurate with the link and match. with the needs of the community that continues to grow with various sectors of needs, especially the industrial world and the business world, so there needs to be a new perspective on quality human beings in education in this globalization age.

For this reason, experts, especially educational futurologists, have compiled various scenarios regarding the characteristics of humans or 21st century societies, one of which is the opinion of Robert Reich, quoted by Mastuhu, suggesting that intelligent, qualified human beings have characteristics including:

- a. Added Values (have added value, expertise, professionalism)
- b. Abstraction System Thinking (able to think rationally, abstract a problem systematically through an objective scientific approach).
- c. Experimentation and Test (able to think behind the data by looking at it from various angles).
- d. Collaboration (able to work together, work together).³³

The description above is clearly a characteristic of mentality values that must be seen in the profile and performance of 21st century human resources. Qualified human beings not only rely on

³² Zainal Arifin, Nuansa Teosentris Humanistik Pendidikan Islam; Signifikansi Pemikiran Hasan anggung dalam Konstalasi Reformasi Pendidikan Islam, (STAIN Cirebon: Lektur-Jurnal Ilmiah Pendidikan Islam), Seri VIII/Th. Ke-5/98/ 76

³³ Mastuhu, *Menuju Sistem Pendidikan yang Lebih Baik Menyongsong Era Baru Pasca Orba*, (Makalah: disampaikan pada Diskusi Panel HMJ-KI IAIN Jakarta, 13/12/98), 2

natural resources, but also rely on expertise, added value and professionalism .

To a certain extent the description of the formulation above is relevant to the characteristics of modern humans as formulated by Alex Inkeles as quoted by Syahrin Harahap, namely: a tendency to accept new ideas, willingness to express opinions, sensitivity at the time and more concerned with the present and future time rather than the time that has been then, a sense of timeliness is better a greater concern for organizational planning and efficiency, appreciating the power of science and technology and the belief that justice can be upheld. ³⁴

Nanang Fattah said that HR consists of two dimensions, namely the qualitative dimension and the quantitative dimension. The qualitative dimension includes various potentials contained in every human being, including thoughts (ideas), knowledge, attitudes, and skills that influence the capacity of human ability to carry out productive work while the quantitative dimension is comprised of the achievements of the workforce that enters the workforce in amount of study time. If expenditures to improve the quality of human resources are increased, the productivity value of these human resources will result in a positive rate of return. ³⁵

High and low quality of human resources, among others, characterized by the presence of an element of creativity and productivity that is realized by the work or performance that is good individually or in groups. This problem can be overcome if human resources are able to display productive work results rationally and have the knowledge, skills and abilities that can generally be obtained through education. Thus, education is one solution to improve the quality of human resources. ³⁶

³⁴ Syahrin Harahap, *Islam Dinamis; Menegakkan Nilai-nilai Ajaran al-Qur.an dalam Kehidupan Modern di Indonesia*, (Yogyakarta: Tiara Wacana, 1997), Cet. I, 91-92

³⁵ Nanang Fattah, *Ekonomi dan Pembiayaan Pendidikan*, (Bandung: Remaja Rosda Karya, 2000), 6

³⁶ Cut Zahri Harun, .Peningkatan Kualitas Sumber Daya Manusia Melalui Pendidikan Merupakan Kunci Keberhasilan Suatu Lembaga di Era Globalisasi dan Otonomi Daerah., dalam *Jurnal Pendidikan dan Kebudayaan*, Balitbang Diknas, No. 041, Tahun Ke-9, Maret 2003, 17729

Conclusion

Strategic planning in educational institutions is the whole process of thinking and determining in a mature manner rather than the things that will be done in the future in order to achieve predetermined goals. Strategic planning usually consists of elements of "Vision" (a picture of the future), missions, guiding principles, strategic objectives, strategies to achieve that goal and the formulation of supporting activities. Strategic planning is a dynamic process that must be able to move all parts of the organization. In general, every organization can do strategic planning, but not all organizations need to do it.

Human resource management is the withdrawal, selection, development, maintenance, and use of human resources to achieve both individual and organizational goals. The human resource management function as well as the general management function. the purpose of human resource management can be formulated with an effort to utilize various resources (good) natural resources, capital resources and human resources to achieve goals effectively and efficiently both in terms of productivity and satisfaction in accordance with the values that are embraced.

Bibliography

- Arifin, Zainal, *Nuansa Teosentris Humanistik Pendidikan Islam; Signifikansi Pemikiran Hasan anggung dalam Konstalasi Reformasi Pendidikan Islam*, (STAIN Cirebon: Lektur-Jurnal Ilmiah Pendidikan Islam), Seri VIII/Th. Ke-5/98.
- Barthos, Basir, *Manajemen Sumber Daya Manusia Suatu Pendekatan Makro*, Jakarta: PT Bumi Aksara, 1990.
- Daradjat, Zakiah, *Ilmu Pendidikan Islam*, Jakarta: Bumi Aksara, 1996.
- Fattah, Nanang, *Ekonomi dan Pembiayaan Pendidikan*, Bandung: Remaja Rosda Karya, 2000.
- Handoko, T. Hani, *Manajemen Personalialia Dan Sumber Daya Manusia Edisi 2*, Yogyakarta: BPFE, 2001.
- Harahap, Syahrin, *Islam Dinamis; Menegakkan Nilai-nilai Ajaran al-Qur.an dalam Kehidupan Modern di Indonesia*, Yogyakarta: Tiara Wacana, 1997.

- Hardhosoedarmo, Soewarso, *Bacaan Terpilih tentang Total Quality Management*, Yogyakarta: Andi Yogyakarta, 2004.
- Harun, Cut Zahri, .Peningkatan Kualitas Sumber Daya Manusia Melalui Pendidikan Merupakan Kunci Keberhasilan Suatu Lembaga di Era Globalisasi dan Otonomi Daerah., dalam *Jurnal Pendidikan dan Kebudayaan*, Balitbang Diknas, No. 041, Tahun Ke-9, Maret 2003.
- Jalaluddin, *Filsafat Pendidikan Islam*, Jakarta: RajaGrafindo Persada, 1996.
- Martoyo, Susilo, *Manajemen Sumber Daya Manusia Edisi 4*, Yogyakarta: BPFE Anggota IKAPI, 2000.
- Mastuhu, *Menuju Sistem Pendidikan yang Lebih Baik Menyongsong Era Baru Pasca Orba*, Makalah: disampaikan pada Diskusi Panel HMJ-KI IAIN Jakarta, 13/12/98.
- Moleong, Lexy J., *Metode Penelitian Kualitatif*, Bandung: Remaja Rosda Karya, 1990.
- Muhadjir, Noeng, *Metodologi Penelitian Kualitatif*, Yogyakarta: Rake Sarasin, 1998.
- Nata, Abuddin, *Filsafat Pendidikan Islam*, Jakarta: Logos Wacana Ilmu, 1997.
- Notoatmodjo, Soekidjo, *Pengembangan Sumber Daya Manusia*, Jakarta: Rineka Cipta, 1998.
- Notoatmodjo, Soekidjo, *Pengembangan Sumber Daya Manusia*, Jakarta: Rineka Cipta, 2003.
- Pidarta, Made, *Manajemen Pendidikan Indonesia*, Jakarta : PT. Bina Aksara, 1988.
- Price, James L., *Handbook of Organizational Measurement*, London : DC. Health and Company, 1972.
- Qomar, Mujamil, *Manajemen Pendidikan Islam: Strategi Baru Pengelolaan Lembaga Pendidikan Islam*, Jakarta: Erlangga, 2008.
- Rohani, Ahmad, Abu Ahmadi, *Pedoman Penyelenggaraan Administrasi Pendidikan Sekolah*, Jakarta: Bumi Aksara, 1990.
- Sanusi, Ahmad, *Pendidikan Alternatif*, Bandung: Grafindo Media Pratama, 1998.

Siagian, S.P., *Filsafat Administrasi*, Jakarta: Gunung Agung, 1981.

Tunggal, Amin Widjaja, *Manajemen Suatu Pengantar*, Jakarta: Rineka Cipta, 1993.

Wakhudin, *Tarmizi Taher; Jembatan Umat, Ulama dan Umara*, Bandung: Granesia, 1998.