

Strengthening the Competency of Lecturers of State Islamic Religious College in Indonesia

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Strengthening the Competency of Lecturers of State Islamic Religious College in Indonesia

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Abstract

This study aimed to gain an understanding of human resource development program in strengthening the competence of lecturers, implementation of human resource development programs in the strengthening of the power of lecturers and implications of human resource development programs in the enhancement of the competence of lecturers. This study, concerning vocational self-concept theory, apply the paradigm of natural (naturalistic model), which is based on the view of phenomenology, qualitative approach, multi-site study design. The technique of collecting data through in-depth interviews, participant observation, and documentation. The procedure of data analysis with data reduction, data display, and conclusion. Checking the validity of the data with (a) credibility-reliability through extended attendance, triangulation (data sources and theory), peer-reviewing; (b) transferability through discussions with informants lecturer remain civilian state apparatus; (c) dependability-reliance through dependability audit as precautionary writer for collection and analysis of data (d) confirmability-neutrality through confirmation to the informer on the data. Human resource development programs in the strengthening of the competence of lecturers an annual work plan that includes: (a) Plan of faculty development, faculty evaluation and selection process, the process of providing employee benefits-reward and professional development opportunities and career faculty.

Keywords: *lecturer competence, human resources and Islamic college.*

Introduction

In Islam as a revelation of Allah SWT, which is contained in the holy book of the Qur'an and the writings of al-hadith of the Prophet Muhammad SAW some teachings govern human relations with their livelihood. For example, in the sacred book Qur'an the ninth letter of Al-Taubat verse 105, Allah SWT says:

"And say: Work for you, then Allah and his messenger and the believers will see all that work, and you will be returned to (Allah) Who Knows the unseen and the real, then He proclaims to you what you have done it "(Depag RI, 1418).

In the revealed text it contains teachings that humans pursue a field of work as guidance to get success; both in an internal sense, namely for individuals who continue work, as well as in the external mind, for organizations that seek to establish a path of development that is

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worthy of work throughout the working life. From time to time, success can be obtained through relatively more work fields, such as choosing a job to become a lecturer in a university. Lecturer success as a reflection of the lecturers' expertise in mastering the work that grows their duties and responsibilities according to the level of position carried out is commonly achieved through individual lecturer coaching as part of human resources since the person concerned is declared accepted as a prospective lecturer until the moment the person is declared dismissed. Say: Work for you, ⁵ then Allah and His Messenger and the believers will see all that work, and you will be returned to (Allah) Who Knows the unseen and the real, then He tells you what you have done ".

Lecturer coaching is an effort for maintaining/empowerment "lecturer competence" through several activities that are relevant to survive with more and better in his profession through the ability to provide excellent service as bearers of academic tasks reflecting the main functions and functions of each as contained in Tridharma college. Thus, it can be assumed that the formation of lecturers as part of excellent human resources to strengthen the competence of lecturers. And then, the robustness of the power of lecturers can stimulate prospective lecturers and professors to have a high dedication to actualize faculty workload so worthy of being promoted or awarded by applicable regulations.

Coaching also cannot be separated from planning. According to Afiful Ikhwan, the nature of activities is needed to determine activities related to 5W1H, namely: what (what) will be done, why (that) is done, who (who) does it. These questions are placed with the objectives to be formulated, the techniques, the methods used, and those that are used to achieve these goals. In this case, it is the coaching stage that is needed by the job well (Ikhwan, 2016b).

Lecturer career development also ³ to improve the quality of education in Indonesia several things can be done. Namely, Education Personnel Must Obtain Awards Because of that Give Awards, Improve the Professionalism of Teachers and Educators, provide adequate facilities and infrastructure (Ikhwan, 2017a). Also, to create a harmonious relationship between formal institutions and the community through organizations that take place in a sustainable and mutually supportive manner for common goals and needs (Ikhwan, 2018b).

Literature Review

Management of the State Islamic Religious College (PTKIN) as the most current name of the State Islamic University (PTIN) or used to be called of the State Islamic Religious College (PTAIN) in the shade of the Ministry of Religion of the Republic of Indonesia. Currently, the State Islamic University in Indonesia consists of 3 types: State Islamic University (UIN), State Islamic Institute (IAIN), and State Islamic high school (STAIN) (Kemenag, 2017). Initially, almost all STAIN is a branch faculty in IAIN environment converted into STAIN through Presidential Decree No. 11 of 1997 (Fadjar, 2005).

STAIN is autonomous and is a separate organic unit within the³ Ministry of Religion of the Republic of Indonesia which is structurally under the Directorate General of Islamic Education, Directorate of Islamic Higher Education. Since 1997-1998, STAIN led by the Chairperson has managed all administrative, educational, labour, financial, and other matters autonomously; of course to be better in carrying out the role of educating the nation's life by producing Muslim-Muslimah graduate graduates who have broad and open insights, have integrative thinking skills and perspectives, have professional and managerial abilities according to the demands of community development. This STAIN status change can also be seen as giving more extensive opportunities for the managers of each STAIN to spur the performance of academics and employees so that they can cooperate with relevant parties in the fields of academic development, management, administration, etc. and can compete with the ranks of higher education at home and abroad. M. Atho Mudzhar stated that:

With the establishment of STAIN-STAIN, Islamic studies in the regions are expected to become more independent in their development. The impact began to be felt; several more powerful STAIN can grow faster. However STAIN weaker will be even more vulnerable because the transfer and management of energy subsidies from the former parent IAIN be difficult (Mudzhar, 2011).

Historically, the existence of STAIN Kediri and IAIN Ponorogo as the name and the most current status of STAIN Ponorogo is associated with IAIN Sunan Ampel Surabaya. "In the period between 1966-1970, IAIN Sunan Ampel already has 18 (eighteen) faculties spread over three (3) provinces: East Java, East Kalimantan and West Nusa Tenggara" (Ampel,

2009). In the period 1971-1975, carried out accreditation of quality to the entire faculty in IAIN Sunan Ampel, which resulted in five faculties located in Bangkalan, Pasuruan, Lumajang, Sumbawa and Bima closed. Then, based on Government Regulation No. 33 in 1985, The Tarbiyah Faculty of Samarinda in the province of East Kalimantan was released and handed over to IAIN Antasari Banjarmasin in South Kalimantan province. "Until the academic year 1996/1997, IAIN Sunan Ampel has 11 faculty spread in East Java and the two faculties in Mataram, West Nusa Tenggara" (Ponorogo, 2009). Initially, STAIN Kediri was the Faculty of Ushuluddin Kediri which was founded in 1964 as a regional faculty (branch) of IAIN Sunan Ampel Surabaya; IAIN Ponorogo is the Faculty of Syari'ah Ponorogo which was established in 1970 as a faculty areas (office) of IAIN Sunan Ampel Surabaya, both of which are domiciled outside Surabaya. Through Presidential Decree No. 11 of 1997, the status of all faculty areas (branch) in the environment IAIN located outside the parent converted into STAIN (STAIN Kediri, STAIN Ponorogo, etc.).

Lecturers are the primary role holders for the realization of the college tri dharma (Undang-Undang Republik Indonesia, 2003). The seriousness of the lecturers in actualizing the Tridharma of Higher Education is a determinant for the formation of the image of the quality of graduates and the quality of institutions in general. As the owner of high authority in the academic process, the lecturer is required to be active in working with peer lecturers, and students innovate to develop academic culture, lecturers are expected to actively conduct scientific guidance and research and dedication to create dynamic educational activities that generate thirst for scientific insight to strengthen the ambition of the academic community to continue lifelong learning. H. Rochmat Mulyana noted that "the role of the lecturer is in the most strategic position" (Rochmat Mulyana, 2005). Lecturer become an essential instrument for the creation of an academic community that every day is always busy supporting the development of life science knowledge to deliver students to be graduates who have a holistic multi-competence: the height of piety, the height of science, and the height of devotion (Hakiman, Munadi, & Ernawati, 2019).

In carrying out its role, in the view Mulyasa, lecturer "...requires a psychological sense of security through the certainty of a career..." (Mulyasa, 2003). Since the beginning of a person appointed as a lecturer needs to realize that a career can not be achieved in a short period. Concerned must understand the purpose of a job, must develop a career plan, and must continually career.

The fact that not every candidate lecturer and the lecturer can respond to those demands appropriately. The phenomenon of a wide range of response to the needs that can be observed in all public and private universities in Indonesia. Some prospective lecturers and professors have a very positive response to the demands, so they can take a jump in position and then in the age of about 30 years have been at the peak of their careers to become professors (professors). Perhaps some lecturers have a less favourable response to the demands so that they are dismissed from the office of lecturers. Naturally, if then the number of professors in each state and private universities in Indonesia are still not an adequate number of idealized. It has become his *sunnah*, namely the happiness of human individuals or groups in the world or the hereafter, or their misery in the world and the heaven, depending on their deeds and actions (Ikhwan, 2016a). In this case about the teaching profession, they are all inseparable from their respective businesses.

Sutaryat Trisnamansyah, council professor of the Indonesia University of Education (UPI) in Bandung said that "Because his task is not easy, the number of professors in the UPI is still far from ideal. Of the target of 100 people in 2009, now only 70 people, let alone the majority has entered the pre-retirement" (Kompas, 2009). Rochim Suratman, professor of the Bandung Institute of Technology (ITB) is also the coordinator of the private college of West Java, and Banten states that "...the number of professors in PTS in West Java is still minimal. From ideally 900 people on a population of 9,000 lecturers, now only 60 people" (Kompas, 2009). Based on these two statements, it can be assumed that the number of professors in State Universities (PTN) and Private Universities (PTS), has not been able to meet expectations, including those that occurred at the State Islamic Religious College (PTKIN).

Arif Furchan, when he was Director of the Islamic Higher Education, Ministry of Religion of the Republic of Indonesia, revealed that "the main problem faced by Islamic Higher Education: the low quality of education and research results" (Furchan, 2004). Quality PTAI, most graduates, still considered not to meet the expectations of society; donations PTAI research results to the development of science, technology, arts, and culture of Islam in a community which sides are still considered less significant. This assumption may lead to a negative image that the managers PTAI (including lecturers) are indeed unable to create a quality Islamic education program that is considered as an attraction for the community.

Various internal and external factors caused the lack of success of this PTAI in Arif Furchan's view; one of the internal reasons that he mentioned is:

Management and leadership: Many PTAI still managed traditionally and with a spirit of struggle without the ability to maintain a college in a modern manner. Many PTAI leaders focus more on the physical appearance and formalities of lectures than the quality of graduates. Even in some PTAI, the leaders and lecturers appear to be more engaged in fighting over positions (additional positions such as the Senate, Rector/Chair, Deans, Director of graduate programs, etc. = pen.) Rather than educating students (Furchan, 2004).

If the conditions revealed by Arif Furchan above do not immediately receive severe treatment, especially by the lecturers themselves and by the parties concerned, then the lecturer career can almost certainly experience stagnation. Furthermore, the recession of the lecturers' job must be detrimental to the lecturers as well as the universities where they are concerned (Direktorat Jenderal Kelembagaan Agama Islam, 2004). This cannot be true.

Islamic education institutions should be established, and their implementation is ² driven by the desire to embody Islamic values which are reflected in the name of the educational institution and the activities held. In this sense, Islam is seen as a source of value that must be realized in the life of the relevant educational institution (Ikhwan, 2017b) because there are three approaches to Islamic education, First, training as a potential development. Second, cultural inheritance. Third, the interaction between potential and culture (Ikhwan, 2014).

The statement of M. Atho Mudzhar and Arif Furchan regarding the establishment of STAIN above can be used as an objective reference to understanding the initial conditions regarding human resource management before the status change from STAIN to UIN and IAIN, that the gap between expected (*dasSollen*) and what happened (*dasein*) such as the lecturers' resources are so vast. What is expected (*dasSollen*), is that in each STAIN in the perspective of human resources lecturers are available in sufficient numbers and individually truly master lecturer competence (academic competence, professional competence, social competence, and personality competence) as capital for the performance to effectively carry out the elements of basic tasks and functions that characterize performed lecturer college performance of the organization to collaborate and compete with other universities within and outside the country. As for what happened (*dasein*), there are still problems with the lack of lecturers in each STAIN, both in terms of quantity and in terms of the quality of mastering

the competence of lecturers. Thus, the addition of the number of lecturers and lecturer competency coaching continues to be actualized in each STAIN, including those who have changed their status to IAIN such as IAIN Ponorogo and become UIN like the Maulana Malik Ibrahim State Islamic University of Malang.

Thus, there is still a gap between what is expected and what happens regarding professional coaching and career lecturers for those who have been appointed as lecturers; so the research on the coaching profession and the career of lecturers was felt to be essential to be implemented (Undang-undang Republik Indonesia Nomor 20 Tahun 2003, 2003) — bearing in mind that the lecturer is the spearhead for the journey of the realization of the Tridharma of Higher Education and for the creation of an academic climate on campus that can determine the improvement of the competence of prospective graduates (Robayo Acuña & Cárdenas, 2017). Moreover, until now, the position of the lecturer has not been replaced by others, nor can it ever be replaced by even sophisticated modern technology products. In the Strategic Plan of the Directorate General of Islamic Education Religious Affairs of the Republic of Indonesia Year 2004-2009 (Departemen Agama Republik Indonesia, 2004), low quality of human resources both in terms of new students as input, graduates, academic personnel, and non-academic serve as the unique problems faced by the Islamic Universities in Indonesia without prejudice to the handling of other matters such as education facilities and infrastructure in the areas of administration, laboratory, library, information technology, transportation (Ikhwan, 2018a).

As long as being a regional faculty (*branch*) in the parent IAIN environment for around 30 years, the profession and career guidance program of lecturers in local faculties just follow the policy of the Rector, the ranks of regional faculty leaders seem relatively passive waiting for instructions Rector, cooperation and competition between regional faculties seemed unremarkable. The tendency for becoming faculty the area looks much different with the trend during growing STAIN about 20 years since 1997; each STAIN has had a professional lecturer and career development program independently, the ranks of each STAIN leader were relatively active in spurring lecturer performance, forms cooperation between STAIN and IAIN and UIN as well as related agencies is increasingly strengthened, as well as competition between STAINs to change themselves to be better seems stronger, such as in the field of institutional status, the opening of new study programs/majors in undergraduate and postgraduate programs, performance of facilities and educational infrastructure, and others. Means, from time to time there has been a change in PTKIN, especially regarding the

institutional model to be adapted to the dynamics of internal and external demands to be able to provide educational services that can provide the best services for the community at regional and national as well as international levels (Rahmi, Bafadal, Imron, & Utaya, 2019)

Until now, the professional development program and lecturer career at STAIN Kediri have succeeded in delivering two professors to achieve professorship, so that the creation of academic climate in two research locations tends to be felt not only on a national scale but also on an international level such as through e-publishing Journal of middle accreditation and academic collaboration with reputable overseas universities. Hypothetically, it can be said that so far the lecturers' professional and career coaching programs at STAIN Kediri have been relatively appreciated by the lecturers, lecturer career development programs at IAIN Ponorogo are also moderately appreciated by the lecturers.

Furthermore, this hypothetical raises questions, such as how leaders and lecturers give meaning to the lecturer profession development program in each of the PTKIN. This reality can be seen as the uniqueness of each of the PTKIN, as well as being an attraction to conduct further research, including in the framework of this research concerning the *vocational self-concept* theory by Donald E. Super which states that: *"Although the vocational self-concept is only a part of the total self-concept, it is the driving force that establishes a career pattern one will follow throughout life. Thus, individuals implement their self-concepts into careers that will provide the most efficient means of self-expression"* (Zunker, 1990).

Every organization both business-oriented and non-business, including educational institutions such as universities, certainly has a goal that is a motivation for the activity. In general, the purpose of the organization is to maximize the achievement of objectives by managing resources so that all organizational activities can take place effectively and efficiently. The resources owned by each organization can be classified into four types: physical resources, funding resources, human resources, and work methods (Ikhwan, 2013). According to Muhammad Tony Nawawi, a lecturer in economics faculty at the Tarumanegara University of Jakarta, "of the many resources available, human resources are still the primary resources and have the ability and role of 'determining' to achieve the goals of an organization namely effectiveness and efficiency" (Nawawi, 1994). Indeed socially, an organization is formed from humans, by humans, and for humans. By Mulyadi, a lecturer at the Gajah Mada University of Yogyakarta, human resources is categorized as intangible resources by stating, "In this Network Age intangible resources are the most valuable assets for a company. These

resources are the drivers of financial performance” (Mulyadi, 2009). Human resources personnel includes two components capabilities and commitment of staff. It was precisely when the creation of human resource management has always been a problem for the survival of any organization. Thus, the management of human resources should get severe treatment in a planned again continuously, including the coaching profession and the career of lecturers, in line with the dynamics of the changing times which is currently entering the era of globalization is increasingly laden with the competition in all aspects of life. So that each college can compete healthily in the presence of competitors to become the winner of the game; then it must have certain competitive advantages that are built through various means, such as professional and lecturer career development must be realized continuously through multiple forms of activities and methods that must be continually updated so that each lecturer can master four types of lecturer competencies: academic competence, professional competence, social competence, personality competence (Tim, 2015); so that it can meet these expectations. From this, indications of the relevance of this research from the other perspective can begin to appear.

Method

The reality of human behaviour individually, socially, and culturally such as those related to professional development and lecturer careers are, of course, very complicated, interrelated in a whole unified context. The reality of human behaviour is expressed in the frame of subjective-perceptive nature and the nature of the meaning that is in each human being as an actor. Djam' a Satori and Aan Komariah stated, that "Reality is not single but multiple, namely providing broad interpretation for people who want to respond” (Djam' a Satori, 2010).

To be able to understand the three kinds of realities of human behaviour, the writers should record something that looks explicitly as well as pay attention to the facts as a whole in the totality of the context as the underlying conceptual meaning behind them in terms of perceived by human beings who do. Associated with the effort to understand these three realities have developed several theories flow which is commonly known as a 'paradigm' that underlie and underpin the qualitative research (Bungin, 2007), between one method to another mutually coincident remember leaning against the same views on the nature of man

as the subject who has the freedom to make choices based on meaning systems are entrenched in a particular social environment.

The reality that became the centre of attention (*unit of analysis*) in this study was an opinion on the experience of individual leaders and lecturers in providing meaning to the professional development program and lecturer career. To get an understanding of that reality, the author tries to apply the natural paradigm (*naturalistic paradigm*), which relies on a phenomenology view. According to Lexy J. Moleong, "Phenomenology seeks to understand human behaviour in terms of the framework of thinking and acting of those people who imagined or thought of by themselves".

In terms of the procedures adopted in the research activities, the authors sought to implement a qualitative approach. John W. Creswell argues: "*Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports views of informants, and conducts the study in a natural setting*" (Creswell, 1998). Means, the findings of this qualitative research is directly highly dependent on the ability, experience and sensitivity of the writer as a researcher as well as an analytical instrument.

Judging from the nature of the investigation plan, the authors sought to apply descriptive research, which is a study designed to obtain information about the character description of informants in a specific time, without the provision of treatment and or control of the research subject (Ary, 1982).

Seen from the social unit where the investigation was conducted, the authors attempted to implement multi-site studies (*multi-site studies*) (Bogdan, 1982). Related to this, John W. Creswell stated that: "These sites may be programs, events, processes, activities, or multiple individuals" (Creswell, 1998). Into consideration, the authors are that an inquiry is empirically obtained by investigating transient phenomena in the context of real-life (*real-life context*) when the boundaries between phenomenon and meaning of the prevalent not straightforward and sources of facts used were not singular but double.

Findings and Discussion

Human resource development programs in the strengthening of the competence of lecturers gained some similarities as cross-site research findings regarding human resource development programs in the strengthening power of lecturers conducted by STAIN Kediri and IAIN Ponorogo as indicated by trend: Development of higher education becomes effective organization; Making skilled lecturers, experts and professionals; Planning based on internal-external demands; The management system is getting better (recruitment, placement, rewards, coaching); Lecturer facilitated follow the training, seminars, research, associate professor, co-operation; Lecturers facilitated further study to S3; CPNS recruitment system for lecturers through the RB teams; CPNS lecturer selection utilizes Computerized Assistance Technique (CAT) to test SKD and SKB; Objective, transparent principle in the collection of lecturer CPNS; Minimum diploma qualification is S2 linear in the range of lecturer CPNS; Implementing SOPs in the process of placement, retention, dismissal; Monitoring the performance of lecturers through Syllabus-SAP, presence, study modules; ICT-based lecture facilities; and track record of lecturer academic performance through BKD, and SKP reports.

⁴ The implementation of human resource development programs in strengthening lecturers' competencies obtained several similarities as the findings of cross-site research on the implementation of human resource development programs in improving lecturers' competence conducted by two higher education institutions that were used as research locations namely STAIN Kediri and IAIN Ponorogo as shown by various tendencies: Lecturers are facilitated to attend seminars and workshops; Lecturers are assisted to participate in lecturer association activities; Lecturers are facilitated to compile scientific papers and scientific publications; Lecturers are promoted to improve qualifications to S3; Lecturers are facilitated to organize ICT-based lectures; Establish cooperation with national-international PT; Streamline the performance of the quality assurance unit to monitor the performance of lecturers; Lecturers are facilitated to publish their Scientific Writing in national and international scientific journals; Effectively supervise lecturers; Organizing personality training for lecturers

Implications programdeveloping human resources in strengthening the competence of lecturers gained some similarities as research findings across sites on the impact of the

program developing human resources in improving capability (pedagogical, professional, social, and personality) lecturers conducted by STAIN Kediri and IAIN Ponorogo as shown by the tendency: Lecturers increasingly master intrapersonal-interpersonal skills; Lecturers increasingly understand the character of students; Lecturers are increasingly active in compiling RPS, Syllabus-SAP, modules; Lecturers are increasingly engaged in utilizing ICT-based learning resources; Lecturers are frequently involved in implementing dialogical and democratic lectures; Lecturers are increasingly objective in evaluating the process and results of talks; Lecturers are increasingly active in attending seminars, workshops and professional associations; Lecturers are increasingly engaged in conducting individual or group research; Lecturers are frequently involved in compiling scientific papers and publishing them through scientific journals with national or international reputations, or through other media; Lecturers are increasingly involved in serving the community both managed independently or managed by the campus; Lecturers increasingly have good character; Lecturers increasingly have stable personalities; Lecturer frequently adhere to professional ethic; Lecturers increasingly have exemplar

Colleges that want to survive and succeed must always pay attention to the development of human resource such as teachers or lecturers, among others by fulfilling the right to professional and career development (Asrial et al., 2019). The attention to SDM development of this kind would encourage lecturers to explore the potential abilities further. This is realized because the development of SDM is one of the needs of lecturers to be able to actualize themselves towards work.

Human resource management carried out by a better college will create lecturer perceptions that college commits to the development of SDM so that in turn it will affect the effectiveness of lecturer SDM in realizing higher education as a primary task and function of lecturers.

Human Resources development can be done with various efforts, among others by creating continuity and peace in work, giving the status of jobs and work experience and provide the power and authority in practice. Organizational SDM management offers an opportunity in the development of lecturer SDM, which encourages lecturers to have

SDM successfully. Corporate SDM management is a policy or rule that is compiled and developed by the organizations in both PTKIN to improve the effectiveness of SDM performance, including lecturers.

Organizational SDM management is part of the implementation of SDM development activities to improve lecturer work productivity. Lecturers who require the development of self-will strive to achieve a certain position through enhancing the performance of each individual. Apart from the organization, lecturers also need to conduct SDM management individually through planning and tactics.

Individual planning and SDM tactics will assist lecturers in achieving certain SDM that are adjusted to the provision of SDM in the higher education organization. Thus organizational SDM management will encourage the effectiveness of SDM externally while individual SDM management will support the achievement of individual SDM within the organization internally.

Changes in the social environment between humans and between cultural products of the world's population in the era of globalization that tend to be without recognizing territorial boundaries, by naked eye has fueled also spur the development demands that always require individuals and organizations to transform in an activity. Related to the reality of this demand, the main thing done by each academic community (lecturers and students) as well as the education staff of a college is always trying to strengthen competence as a capital to strengthen self-concept to strive for jihad to improve organizational performance and become a college that is still learning all the time so that there is continuous development (Tsuroyah & Rasyad, 2019)

The implementation of HR management above, the socio-cultural values of society should be derived from the work of human reason, so that in accepting, disseminating, preserving and releasing them, humans use their intellect. In contrast, religious values are derived from scriptures that have been revealed by God through His Messenger. Thus, socio-cultural values are more temporary when compared with ethical values in strengthening human resources (Ikhwan, 2016c).

The findings of this study have implications tendency supportive and updating of the vocational self-concept theory found by Donald E. Super, of which initially grounded in capitalism that working professionally is the fulfilment of the demands of individual and organizational needs worldly dimension, it becomes a vocational self-concept of Islamic

theory or expert self-concept of Islamic approach that is grounded in Islam (Al-Quran and Al-Sunnah of the Prophet SAW as well as the result of *ijtihad*) that work professionally was the fulfilment of the demands of individual and organizational with worldly dimensions as well as being related to human duty as 'abdu Allāh (عبدالله) Which devote themselves only to Allāh SWT and as the Caliph of Allah (خليفة الله) That is prosperity in the world without causing damage. For the realization of human tasks, Islam teaches that human beings always positioned faith as an imam (*top leader*) while positioning qalb (*superego*) and 'aql (*ego*) and id (*nafs*) as makmu (*guided*). Islam does not justify man position id (*nafs*) as imam (*top leader*), while qalb (*superego*) and 'aql (*ego*), and faith is positioned as maximum (*guided*). Thus, any Muslim-Muslimah actions, including when he first handled the task of a profession, was always on the name of Allāh SWT (*basmalah*) and ended by praising Allāh SWT (*hamdallah*) as an expression of gratitude to God.

If the human resource development program in strengthening the competence of lecturers is based on data about the internal and external demands of the organization in the short term and long term; it can sustain organizational performance through the availability of professional lecturers. If the human resource development program in strengthening the competence of lecturers appropriately implemented; it can meet the needs of every lecturer update the knowledge about the power of lecturers as capital to actualize the necessary tasks and functions related to the tri dharma of higher education. If the human resource development program is implemented correctly; then it can have positive implications for strengthening lecturer competencies which can further be a boost for individual lecturer performance as well as boosting organizational performance (Helena & Abrahão, 2006).

Conclusion

Human resource (SDM) development programs in the strengthening of the competence of lecturers an annual work plan that includes: a. Lecturer SDM development plan, b. Plans and procedures in the lecturer selection and evaluation process, c. Policies and procedures in the process of providing employee benefits-reward, d. Intends to provide lecturers with professional and career development opportunities; Implementation of SDM development programs in the strengthening of the competence of lecturers is the execution of annual work plan through a. Follow education and training for prospective lecturers, b. Improve the qualifications to doctorate, c. Following the activities of lecturer associations, d. Following seminars and workshops, e. Prepare scientific papers and communication forums, f.

Conducting research and scientific publications, g. Monitoring and supervision, h. Evaluating the performance of lecturers through the BKD report; The implications of SDM development in strengthening lecturers' competencies are positive consequences for individual lecturers to increasingly master pedagogic competence, professional competence, social competence, and personality competencies which are demonstrated through performance in the field of basic tasks and functions so that it colours the production of higher education organizations.

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