

The Role And Strategic Resources Of Islamic Religious Higher Education Institutions In Building Superior Human Resources In The Global Era

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ABSTRACT

Education is one of the most important assets for a nation, as the progress or decline of a country can be seen, among other things, from the quality of its human resources, which is obtained through education. In fact, the existence of quality education is extremely urgent in this global era of the 21st century, especially for higher education institutions, which are responsible for providing higher education. This is stated in the Minister of Education Decree No. 0186/P/1984, which reads: "Preparing students to become members of society with high levels of academic and/or professional abilities, so that they can apply, develop, and/or create knowledge, technology, and the arts for national development and to improve human welfare." This article is a literature review that employs a qualitative method. The research findings indicate that PTKI (State Islamic Higher Education Institutions) plays a significant role and possesses strategic resources in developing superior human resources. This is achieved by comprehensively addressing several strategic aspects, including mastery of science and technology/IT, professional strength, networking/connections, character/morality, and social responsibility. All of this must be actualized by State Islamic Higher Education Institutions (PTKI) to build superior human resources, thereby becoming pioneers and driving forces of productive national development, and capable of being genuine agents of change for the nation.

Keywords: Provision, Strategic, PTKI, Human Resources, Superior.

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A. INTRODUCTION

Globalization is defined (M. Mustari: p. 227) as all processes that refer to the unification of all world citizens into a global community. However, in reality, globalization is a superficial unification, because economic, social, and cultural values are dominated by values that are actually foreign to the world's society. Globalization is often translated as "going global." An entity, however, wherever, whenever,

quickly spreads to all corners of the world, whether in the form of ideas, concepts, data, information, production, development, rebellion, and so on, as soon as it is conveyed, it is known by everyone in the world.

In line with that statement, a borderless world is our current reality, and the barriers between countries have thinned. In a world like this, the flow of people, services, technology, and goods into and out of a country is commonplace. Beside that,

cultural influence is also unavoidable (Haidar: p. 139). Various globalizing symptoms are emerging in all areas of life as a result of advancements in technology, communication, and information. This situation leads to various conveniences and opportunities for mutual access to things existing between countries around the world. As a result, life is characterized by intense competition (Abuddin Nata: p. 118).

In a competitive environment, quality becomes a reliable asset. This presents a unique challenge for universities, but also an opportunity. Will Islamic higher education institutions be able to seize this opportunity or turn challenges into opportunities? This is the focus of this research to seize those opportunities and be able to face various challenges. Because of its reliable quality, it is hoped that the role of PTKI can become increasingly dominant in order to shape quality human beings. Therefore, future Islamic higher education institutions will be quality universities capable of equipping their students with sufficient, high-quality knowledge, morals & religion, skills, and experience. They will be creative, innovative, dynamic, progressive, open, able to make the best use of time, and capable of turning challenges into opportunities.

Immanuel Kant stated that humans become human thru education. The essence of education itself is the effort to humanize and cultivate humans, enabling them to create, work, cultivate their minds, and improve for themselves and their environment. This is the noble task of education in developing the personal aspects of human beings, both physical and spiritual. (Drs. Sanapiah Faisal in the introduction to the basics of education: 1980).

Previously, research had already been conducted on the role of Islamic Higher Education Institutions (PTKI) in shaping moderate Muslim character (journal, M. Ilham Saputra: 2022). This research focuses

solely on instilling the values of moderation. And there is still empty space that has not been fully discussed and researched regarding the contribution of PTKI in building human resources. Similarly, the research previously written by Safrilsyah regarding the Role of PTKI in realizing harmony between religious communities only contained content on tolerance attitudes between religious communities. This research is more extensive and covers the contribution of Islamic Higher Education Institutions (PTKI) in building superior human resources, meaning superior in various fields.

This article is part of the author's effort to refresh the role of Islamic Religious Higher Education (PTKI) as a higher education unit that plays a significant role in becoming one of the agents of change in this country, contributing positively to the nation's progress, and coloring the dynamics of our beloved homeland's development with prosperity, justice, welfare, and tranquility. Therefore, courage and hard work are needed, because the contribution of PTKI in shaping excellent human resources must be recognized by all parties, as a form of strong resilience and preparation in facing the global era. If not well prepared, we will be confronted with the terrifying current of globalization. In line with this, the way to prepare for globalization is to effectively increase awareness and broaden perspectives thru education.

B. METHOD

This research uses a qualitative method, specifically a literature review, which refers to a type of research that aims to analyze, interpret, and understand various literature relevant to the topic under discussion. The primary sources in this research are literature or library references, which can include

books, scientific articles, research reports, and other relevant sources.

C. RESULTS AND DISCUSSION

1. The Strategic Role of PTKI

PTKI organizes education with the aim of producing graduates who are faithful, devout, master science and technology, and are able to be independent toward the realization of a society with noble character. It also aims to increase research activities as the foundation for education and science and technology development, to achieve planned, organized, productive, efficient, and reliable management, and to establish cooperation with other parties at the regional, national, and international levels to develop and disseminate science and technology on a regional, national, and international scale. Its scope includes:

- a) Educational goals set by PTKI.
- b) Organizational structure and governance of PTKI.
- c) Curriculum adapted to the needs of society and the world of work.
- d) Research and community service as part of the three pillars of higher education.
- e) Quality improvement in human resource management and educational facilities.

Strategic means something that has a beneficial impact and influence on a specific goal in the long term (Milkovich: 1994). If linked to the strategic contributions of PTKI, it signifies a significant role that influences the success of PTKI in creating quality outputs in the future. And we can observe again that the strategic role or contribution of PTKI in shaping a resilient generation in the era of globalization

is clearly reflected in its vision, which is to become an excellent Islamic university in the development of science and technology. This is even clearly stated in its mission: including organizing quality education, research and development of science, and community service that can improve human welfare, and collaborating with other mutually beneficial parties in the development of science and technology. And it is very necessary to pay attention to the real role of both the internal and external aspects of PTKI that contribute to its success in achieving its goals.

PTKI plays a role in its concern for global issues, serving as a foundation for mastering scientific and technological advancements, adopting a critical and open attitude, and applying religious values in behavior and actions. This reflects a person with faith and piety, who serves as a role model in their surrounding community.

2. Building Superior Human Resources

The term "development" or "building" is often interpreted in the fields of economics and industrialization. This is because most countries in the world focus on economic development. Industrialization is considered a reliable racehorse that can run fast to achieve economic goals. University leaders and stakeholders have a very urgent role in shaping human resources thru their strategic roles and responsibilities for the sustainability of education, research, and community service. Upon the shoulders of the leader rests the wisdom to determine the direction of educational implementation, making the leader in this case both a mentor and a leader worthy of being followed by those under their guidance. Therefore, leaders must be the primary role models in every attitude and action.

Therefore, in this case, it is necessary to actualize the 4 main dimensions of the fundamental structure of leadership: namely, support, ease of interaction, prioritizing goal

achievement thru good performance, and ease of working, organizing, planning, and providing resources, tools, or knowledge and technical materials (M. Ngali Purwanto: p. 29). In addition, it is necessary to carry out the core functions of leadership in a balanced manner, including the instructive, consultative, and participative aspects, as well as effective delegation and control/coordination. (Ramayulis et al.: p. 225).

In addition, the presence of lecturers in PTKI needs to be revitalized, as they are professional educators and scientists whose main task is to transform, develop, and disseminate knowledge, technology, and art thru education, research, and community service (KBBI).

And as educators, lecturers not only master the material but also teach it to others, using good methods, and even setting an example with good and correct attitudes. And as researchers, lecturers develop their knowledge, as a form of responsibility toward the development of the science they possess. Even lecturers are public servants, serving as a source of inspiration for values, mental attitude, and ethics, in addition to imparting knowledge to the community. In short, a lecturer is a giver of knowledge, as well as a motivator, supervisor, evaluator, and guide for the learning process, or they also act as educators and role models for their students (Marzuki; 10).

And clearly, the duties of lecturers are outlined in the National Education System Law (UUSPN), No. 20, year 2003, article 39, paragraph (1), which states that the duties of educational personnel are to carry out administration, management, development, supervision, and technical services to support the educational process in educational units. And paragraph (2) states that educators are professional personnel whose duties are to plan and implement the learning process, assess learning outcomes, provide guidance

and training, and conduct research and community service, especially for higher education.

In addition, the role of students, who are the target and object of education, is also very urgent. A scientific attitude needs to be fostered and cultivated among students, and of course, this scientific attitude must be maintained thru a scientific approach that aligns with the norms prevailing in higher education institutions. Lecture materials within the Islamic Studies cluster must of course be integrated in accordance with the religion's mission, taking into account the following issues:

- 1) Matters concerning student life, which are socio-economic, sexual, academic at the relevant faculty, cultural issues, and other individual life problems. b. Scientific attitudes are aligned with students' religious attitudes, or vice versa. Islam and science are not inherently contradictory. (Muzayyin A: p. 199).
- 2) It is hoped that students will have strong morals and be good examples in their environment, and as preservers of the noble values of truth, they will be actors who can make this nation better, more dignified, just, prosperous, peaceful, and prosperous. Therefore, students must be honed in their intelligence, skills, and mental and spiritual aspects. These are the inheritors of noble values, the continuers of the nation's ideals, and the hope of the country rests on their shoulders.

A strong student is one who possesses skills or abilities, including the ability to master various world languages as a foundation for communication and good interaction with the wider community, and who can be a benefit and asset to their local community.

As for the external strategic contributions that cannot be overlooked in this regard, under the auspices of the government, particularly the Ministry of Education and the Ministry of Religious Affairs, as the superstructures responsible for the continuity of the nation's future generations' education. Especially in determining various policies regarding higher education as a form of responsibility toward society, there are five important elements that are the focus of the Ministry of Research, Technology, and Higher Education regarding this theme: First, the preparation of a more innovative learning system in universities thru curriculum adjustments, learning, improving students' IT skills, and so on. Second, the reconstruction of higher education institutional policies that are adaptive and responsive to the industrial revolution 4.0 in developing the necessary interdisciplinary studies and programs, and so on. Third, the preparation of responsive, adaptive, and reliable human resources, especially lecturers and researchers, including the rejuvenation of facilities, infrastructure, and educational, research, and innovation infrastructure. Fourth, breakthroughs in research and development. Fifth, breakthroughs in innovation and strengthening the innovation system, etc.

As for the role of the Ministry of Religious Affairs in this case, Kopertais, it is to supervise, control, and guide Islamic higher education institutions (PTKI) in developing institutional capacity, improving quality and accountability, implementing campus autonomy correctly, providing services to students, empowering existing resources, and so on. In short, Kopertais in this case is needed to ensure, guaranty, and confirm whether the education at PTKI is being conducted correctly or not. And so far, we hope for synergy between Islamic Education and National Education to fill independence with development in various fields,

especially for the advancement of higher education in the future.

In this beloved country, we are currently experiencing many changes, especially the rapid and widespread advancement of technology and science, alongside increasingly complex societal demands. And one of the elements that should be most prepared to face these challenges of change is higher education, of course, with the educational and scientific background it possesses. And this is our shared homework, to synergize all efforts and resources for the progress of the nation and the strength of future generations.

3. Some strategic provisions that must be prepared to build excellent human resources in PTKI include:

a) Mastery of Science and Technology/IT

It is evident that in the Quran, the holy book and primary guide for the lives of Muslims, there are hundreds of verses that explain knowledge, encourage thinking and reasoning (observing, paying attention, pondering, and carefully investigating), and praise those who use their minds (scientists). This is authentic proof that cannot be doubted, demonstrating the immense importance of knowledge in Islam, including science and technology. This is one of the special features of the Quran compared to other holy books. Therefore, the Quran commands humans to continuously strive to improve their scientific abilities.

In this context, the Prophet Muhammad (peace be upon him) was also commanded to strive and pray for an increase in knowledge, as stated in His words: "And say, 'My Lord, increase me in knowledge.'" (Surah Taha, 20:114)

During the golden age of Islam, the brilliance of civilization and various wisdom were truly highly valued. It is said to be a golden

civilization that enlightened the world. Thus, according to Montgomery, it is fitting that without the support of Islamic civilization, which was its "dynamo," the West would be nothing.

Therefore, we must not remain idle, passively accepting the universe and life as they are. Instead, we must be able to develop our potential, including our intellectual potential, and think deeply, rationally, systematically, critically, and dynamically so that we are not deceived. The development and mastery of science and technology today is a great strength for the Muslim community to rise and break thru the world in the face of globalization (Qs. Ar-Rahman, : 33). The targeted mastery and development of knowledge in accordance with the values of Islam, which is a mercy to all beings, will give rise to science and technology that is beneficial and beneficial for the universe and its contents, and can even bring prosperity and well-being and elevate human dignity and status to a better and higher level in the sight of Allah SWT. This is because in Islam, those who are knowledgeable and use their knowledge in the path of Allah for the benefit of humanity will be raised in status by Allah higher than those who are not knowledgeable. Because it can benefit others. Conversely, incorrect and unprincipled mastery and application will bring destruction (Djaelan Ruslan: 220,226).

Therefore, PTKI, with all its internal elements, needs to strive optimally to fulfill the functions of the three pillars of higher education, and to boost and enhance the spirit of mastering science, technology, and information technology so that it can eventually develop strong competitive immunity.

b) Professional Strength

The campus's role as higher education serves as a reference and means of creating Superior human resources, proficient in all fields.

College graduates are expected to possess sufficient skills and abilities in their respective fields, be creative, skilled, intelligent, and innovative, as they are the nation's hope and aspirations, as well as the pillars of strength to face global competition. This of course stems from the role of professional educators and educational organizations/institutions, as it is under their guidance that professional students can be produced.

Even the spirit of developing knowledge into tangible work is not limited to the campus environment, but has become a routine activity carried out by academic staff wherever they are. Because universities indeed have an urgency to utilize all opportunities for the advancement of science and technology, in line with the evolving dynamics of real life, what must be optimized within the campus environment is the actualization of research or scientific study functions, teaching, community service, and exemplary behavior, manners, or morals, while also serving as social control and problem-solving within the surrounding community.

This is what is called the true strength of professionalism, not just possessing sufficient knowledge, but also being accompanied by real actions that benefit and serve the surrounding environment, and becoming a good example in all of one's actions.

Therefore, community service programs organized by PTKI, for example, are one of the appropriate platforms for addressing real-world problems (within the community) that are diverse in nature in an integrated and interdisciplinary manner. The diversity of disciplines possessed and developed by PTKI makes it very likely that this university will become deeply rooted in society. Therefore, this professionalism has a broad meaning, not just in terms of scientific knowledge, but is also supported by scientific

publications for the advancement of science and technology, the benefits of which can be felt by the wider community, and is supported by a spirit of upholding integrity and morality. Even if we look at the results of a 2002 survey by the National Association of College and Employe (NACE) in the United States, a surprising fact was revealed: out of 20 important criteria for a champion, the indicator "High GPA" only ranked 17th. And it turns out, according to that survey, the most important indicators of a champion are communication skills, integrity, cooperation, and ethics.

c) Network/Connection Strength

The network or connection referred to here is a process of building communication or cooperative relationships, sharing ideas, information, abilities, or power based on mutual trust and benefit among the parties involved in the collaboration, with a memorandum of understanding or agreement in place to achieve better success than before. This network is based on coordination, integration, and synchronization of relevant programs that align with the principles of strengthening, benefiting, and fostering partnerships/cooperation. Kamil (2010: 13) lists several strategies offered for building partnerships/cooperation. The strategies offered in partnerships/collaborations should ideally contain elements of mutual need, mutual benefit, and mutual reinforcement. These three elements are built on trust based on justice, honesty, and wisdom.

In relation to students, those who are members of internal campus organizations should be able to build a wide network, both regionally, nationally, and internationally, in order to further develop their potential, including their interests, talents, and

expertise. Therefore, the role of lecturers as mentors and guides for students' steps is very necessary. In fact, lecturers are also expected to be able to build synergy among themselves to jointly advance the educational institution and, of course, to prepare a capable generation for the nation. The strength of the network should also be built by universities, both internally and externally on campus, from government and private sectors, domestically and internationally, for the future advancement of the university.

d) Character/Moral Strength

Forming individuals with character/morals is one aspect of the national education goals outlined in Law No. 20 of 2003, Chapter II, Article 3, which states: National education functions to develop capabilities and shape the character and civilization of the nation with dignity in order to educate the nation's life, aiming for the development of students' potential so that they become individuals who are faithful and devoted to God Almighty, have noble morals, are healthy, capable, creative, independent, become democratic and responsible citizens." In line with this, according to KH. Ahmad Dahlan, the basic values of education that need to be upheld and implemented to build a great nation are:

- 1) Moral education, which is an effort to instill good human character based on the Quran and Sunnah.
- 2) Individual education, which is an effort to cultivate a complete individual consciousness, balanced between mental and physical development, belief and intellect, feelings and reason, this world and the hereafter.
- 3) Social education, which is an effort to cultivate a willingness and desire to live

in society (Syamsul Hidayat et al.: p. 156).

Thus, a highly moral person will assess the goodness and happiness of life from a moral and ethical perspective, and will not measure it solely by material and worldly standards. He saw honesty and justice as the foundation of happiness and well-being in life, not wealth or pleasure, which are only given by lust. Therefore, driven by his worldview rooted in high morals, he focused all his efforts and deeds on the good of himself, his people, and all of humanity. Such an attitude is linked to faith, which is the source of all righteous deeds and good behavior (AsSayed Sabiq: p. 26).

e) Social Responsibility

PTKI has the same role as other universities, which is to educate its students and have USR (university social responsibility) toward its graduates and their environment. This is because universities are institutions of higher education that are oriented toward making innovations in all aspects of life. Thus, issues within society can be resolved by universities that produce skilled graduates in various fields such as education, industry, food, energy, transportation, health, etc. The presence of PTKI in the capital and provinces throughout the country also requires it to play an active role in social concern for the surrounding environment. Especially if PTKI achieves the status of world-class university in the future, it will not only function as an ivory tower without concern for its surrounding environment.

In line with this, according to (Haidar: p. 134), the dynamics of societal development continue to unfold and cannot be stopped. The advancement of science and technology brings about tremendous changes to human life, both in terms of their worldview and

lifestyle. Higher education institutions are closely linked to society because their input comes from society, and their output is also absorbed by society. Therefore, higher education institutions must be sensitive to societal developments. In short, from all the above, the strategic contribution of PTKI is formulated through the realization of supportive leadership, improved quality of lecturers, creation of a conducive environment on campus, establishment of cooperation with the government, creation of a disciplined atmosphere, and the availability of supporting curricula, along with the availability of budget and infrastructure, and other supporting factors.

Building religious life on campus The target of building religious life on campus is young people who are still developing, specifically those in their final formative years, ranging from 18 to 24 years old. In that age range, they are classified as adolescents and young adults. They are no longer children, whom we can easily advise, educate, and teach, nor are they adults whom we can release to take responsibility for their own personal development. Instead, they are people who are striving to achieve their desired social standing, battling various life problems to assert themselves, and seeking guidance to find inner peace in a life struggle that is not easy.

Therefore, according to (Zakiah Daradjat:1976) in her book "Psychology of Religion," the unique and distinctive psychological state of young men and women on campus (students) like this needs to be considered in order to guide them toward religious understanding, which will be their eternal provision for life. Understanding and comprehension must be provided to them both individually and generally. Then, appropriate methods and approaches were

sought to address them, making them feel the need for a religious life. They then strived to understand Islamic teachings more deeply so that they could be absorbed into their daily lives and even become a solution to every problem they faced. In this regard, the leaders and the entire campus community serve as role models for the students; their behavior is the benchmark for how students understand religion. Therefore, as professional educators, lecturers are required not only to guide students in terms of knowledge but also to be a reference for religious consultation. It is educators who encourage their students to obey the laws and religious provisions, lest their knowledge of religion have no impact on their attitudes and behavior in real life. This is not easy, but with the synergistic cooperation of various parties on campus, the prepared methods, ways, and means can guide students to live religiously in their daily lives and become the basis for all their actions, which are based on common sense, religious wisdom, and noble morals.

CONCLUSION

Islamic Higher Education Institutions (PTKI) play a significant role and are a strategic resource in building superior human resources, of course, equipped with several comprehensive strategic aspects, namely mastery of science and technology/IT, professional strength, networks/connections, character/morality, and social responsibility. All of these things should be actualized by PTKI to build superior human resources, so that it can become a pioneer and driver of productive national development, and be able to become a true agent of change for the nation. Behind every challenge, there are always opportunities that can be seized by all academic members of PTKI in preparing future generations to face the tide of globalization. Thorough preparation in strategic contributions is key, balanced by wisdom in determining various efforts and

the right strategies for implementing them. This includes involving many parties synergistically to actualize them, accompanied by strong self-character and discipline in striving for self-development and broadening horizons.

And all of this must of course be supported by quality-oriented university management so that it can produce quality output as well, because in essence, "True educational success is producing civilized human beings, not just those who are cognitively and psychomotorically intelligent, but who lack character and noble morals" (Ki Hajar Dewantara). Although this is not easy, with perseverance, responsibility, and a shared awareness and commitment, guided by a noble intention to realize it, nothing is impossible. With the permission and help of Allah SWT, we will surely succeed.

And this research recommends further, more in-depth research to analyze the strategic aspects of developing PTKI toward becoming a World Class University. And Allah knows best.

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