

P-ISSN: 2338-8617

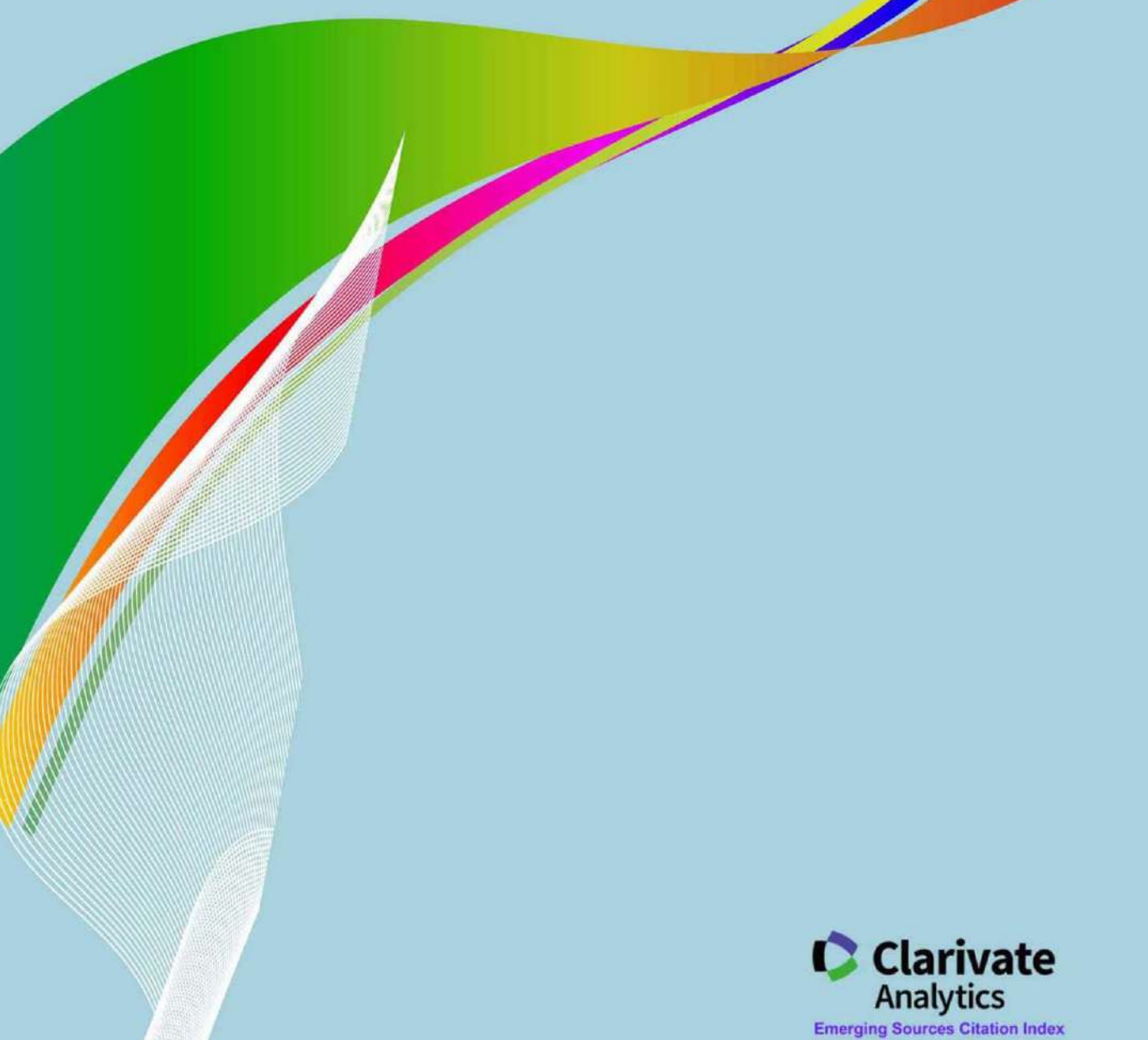
E-ISSN: 2443-2067

Jurnal Ilmiah

PEURADEUN



Vol. 9, No. 1, January 2021



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JIP
The Indonesian Journal of the Social Sciences
www.journal.scadIndependent.org
DOI Prefix Number: 10.26811



ACCREDITED "B" by the Ministry of Riset, Teknologi,
dan Pendidikan Tinggi
from October 30, 2017 until October 30, 2022

The Development Model of Human Resources at Islamic Universities in Aceh

Danial¹; Nur Sari Dewi²; Kafrawi³

^{1,2,3}Institut Agama Islam Negeri Lhokseumawe, Indonesia

Article in Jurnal Ilmiah Peuradeun

Available at : <https://journal.scadindependent.org/index.php/jipeuradeun/article/view/450>

DOI : <http://dx.doi.org/10.26811/peuradeun.v9i1.450>

How to Cite this Article

APA : Danial, D., Dewi, N., & Kafrawi, K. (2021). The Development Model of Human Resources at Islamic Universities in Aceh. *Jurnal Ilmiah Peuradeun*, 9(1), 103-122. doi:10.26811/peuradeun.v9i1.450

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THE DEVELOPMENT MODEL OF HUMAN RESOURCES AT ISLAMIC UNIVERSITIES IN ACEH

Danial¹; Nur Sari Dewi²; Kafrawi³

^{1,2,3}Institut Agama Islam Negeri Lhokseumawe, Indonesia

¹Contributor Email: danial@iainlhokseumawe.ac.id

Received: Aug 21, 2019

Accepted: Aug 15, 2020

Published: Jan 30, 2021

Article Url: <https://journal.scadindependent.org/index.php/jipeuradeun/article/view/450>

Abstract

This study aimed to explain the development of the Human Resources model at IAIN Lhokseumawe in particular and Islamic Universities in general. The results showed that Human Resource Development at IAIN Lhokseumawe had focused on factors of trust, emotional ties, power relations, and career cycles. However, it had no discipline, did not have a platform that was designed and integrated, did not utilize the spirit of religion and culture as strong energy for the development of human resources. Therefore, IAIN Lhokseumawe is in a need of a comprehensive and futuristic human resource development model. This model was built based on HRD factors, HRD aspects, HRD methods, and HRD strategies/steps. HRD factors were emphasized on the platform designed, the work balance between employees, discipline, and the utilization of the potential of cultural plurality and Islamic spirit as an intrinsic power of human resource development. The development was carried out in an integrated and parallel way between individual development, career, organization, and performance management through flexible work arrangements, knowledge sharing, and the adoption of innovative technologies in a sustainable and strong leadership system.

Keywords: *HRD Model; Factors; Aspects; Methods; Islamic Universities.*



A. Introduction

Islamic universities and colleges (PTKIN) like other universities are required to create quality, competitive, superior, and professional education. Based on management aspects, PTKIN is demanded to have good management with excellent service. It is also demanded to be able to reach the world's top rank, be responsive to the various demands and challenges of the times, and contribute to solving various problems. For this reason, he must achieve quality Teaching Universities, Research Universities, Entrepreneurship Universities, International Universities (UI), and World-Class Universities (WCU).

At the national level, PTKIN is expected to be able to compete with State Universities (PTUN) because there is no risk of lagging. PTUN is the main copy for PTKIN until now. The presence of PTUN in each province increases the competitiveness between PTKIN and PTUN. PTKIN also has to compete, among others, PTKIN. Indonesia should be the country with the largest Muslim population (88%) expected to have PTKIN better than PTUN. However, data shows that no PTKIN is included in the top 10 universities. The top universities in Indonesia remain dominated by PTUN (Ranking Web of Universities, 2017).

The reality shows that the Lhokseumawe State Islamic Institute is ranked 42nd out of 54 PTKIN and ranked 25th out of 32 IAIN in Indonesia (SuratEdaranNomor 4914/DJ.I/PP.00.11/10/2017). The rating cannot describe the quality of IAIN Lhokseumawe comprehensively and integrally. However, IAIN Lhokseumawe must certainly improve. Among the important and significant factors that influence the quality and excellence of Universities in the information and digitalization era are the reliability of Human Resources and the use of information technology. There is a big question about how the condition of PTKIN's Human Resources and information technology, especially at IAIN Lhokseumawe. Therefore, critical research must be carried out on the development of PTKIN in general by developing aspects of HR.

There are a few types of research on the Development of State and Private Universities in Indonesia that became less when related to the

institutional development of PTKIN. Though, comprehensive and in-depth research is very useful for identifying and solving various problems related to the development of PTKIN.

Based on temporary observations, the condition and development of IAIN Lhokseumawe were greatly influenced by various factors such as managerial, infrastructure, IT, and HR. The last is the most important factor for getting extra attention. Developing institutions in the era of globalization and technology, IT and HR play an important role in determining the competitiveness and competence of institutions, including IAIN Lhokseumawe.

Based on many previous studies, there is a positive relationship between Human Resources Development (HRD) and organizational development (Edmondson & Francois, 2018; Kareem, 2019; Srikant, 2019; Okoye & Raymond, 2019; Thomas and Llyod, 2018). Many studies show the relevance and importance of HRD and the progress of organizations, including studies of HRD models. Most of the previous studies on HRD were carried out in companies or the financial, banking, textile, and similar industries (Al-Kahtani & Khan, 2013; Khan, 2015; Huselied, 2015; Mehmood, 2017). There are still several studies on HRD in the world of campus (Khasawneh, 2011; Yuniarsih & Sugiharto, 2016; Ur-Rehman & Siddiqui, 2020).

There are very few studies on human resource development in Islamic higher education (UIN, IAIN, STAIN, including private Islamic Universities) in the Ministry of Religion of the Republic of Indonesia, specifically those that focus on the Development of the Human Power Model. This Islamic higher education institution has an important role and contributes greatly in developing Indonesia, especially in bringing about a moderate, tolerant, and democratic understanding of Islam as well as its role and contribution in the field of religious life in general.

In line with the background, a study of human resource development at IAIN Lhokseumawe found its significance and urgency. The main questions that must be answered in this article are: First, how is the development of human resources for educators and education staff at IAIN Lhokseumawe? Second, what is a more prospective model for



human resource development for educators and education staff at IAIN Lhokseumawe in particular and PTKIN in general?

This research is expected to contribute both theoretically and practically. First, theoretically, this research can enrich knowledge in the field of human resource development at the Islamic University in Aceh in particular and Islamic Universities in general. Second, this research practically offers a model for developing human resources at PTKIN in Aceh in particular and PTKIN in Indonesia in general, a model of developing human resources with global competitiveness, but is rooted in local wisdom.

B. Method

The research was conducted at Institut Agama Islam Negeri (IAIN) Lhokseumawe. There were primary and secondary sources of data in this study. Primary data were data gathered from informants, employee-related Human Resources (HR) documents, College Database, Leaders, Lecturers and staff, and the development concept at IAIN Lhokseumawe. The secondary sources of data were experts, documents, and literature related to Human Resources.

The Data were collected through interviews, observations, document reviews, and Focus Group Discussions. The data were used to present the actual condition of Human Resources at IAIN Lhokseumawe and its development model. Observations were made on the IAIN Lhokseumawe website. FGDs are conducted to collect and analyze HR-related data.

The data were collected through interviews, observation, document review, and Focus Group Discussions. Those data were used to present the actual condition of Human Resources at IAIN Lhokseumawe and its' own development model. The observations were made on the IAIN Lhokseumawe website. FGD was conducted for collecting and analyzing data related to HR. The FGD participants consisted of university leaders, educators, education staff, and stakeholders. The collected data were analyzed through three methods, namely domain, and descriptive analysis.

C. Result and Discussion

1. Result

a. HR Development at IAIN Lhokseumawe

This section explains the condition of Human Resources (HR) at IAIN Lhokseumawe, both lecturers and staff. Systematically, the reality of the lecturer is presented first and continued by the reality of staff. There are 141 lecturers consist of 86 (60,99%) lecturers.

1) HR Profile of Educator

This sub-section presents the background of lecturers at IAIN Lhokseumawe based on a number, employment status, age, teaching experience, academic qualification, and functional positions. HR educators at IAIN Lhokseumawe amounted to 141 people consisting of 86 (60.99%) lecturers of State Civil Apparatus (ASN), 9 (6.38%) permanent lecturers of Candidate ASN, and 46 (32.62%) permanent lecturers of non-ASN.

In terms of quantity, LPM IAIN Lhokseumawe stated that it is almost adequate and ideal to serve 4,781 students in IAIN Lhokseumawe. If the number of students at IAIN Lhokseumawe is divided by the number of lecturers, the ratio is 1: 33.90. Ideally 1:30 for social science and 1:25 for natural science. The quality and development of the lecturer are strongly influenced by various factors, including age, experience, background, and academic qualifications.

Reviewing the age of lecturers at IAIN Lhokseumawe, it can be classified into 13 (9.21%) lecturers aged over 50 years, 42 (29.78%) aged 40-49 years, 42 (29.78%) aged 30 -39 years, and the remaining 44 (31.20%) are under 30 years old. This data shows that 86 (60.98%) lecturers are still under 40 years old. This means that the majority of IAIN Lhokseumawe lecturers are in productive and energetic age. Only 9% of lecturers are 50 years or older.

Furthermore, work experience is the next factor that influences the quality and development of HR. Their work experience can be traced through the length of the teaching period as a lecturer. The shortest working period of lecturers is 0 (zero) years and the longest is 36 (thirty-six) years. The demographic information is presented as follows.



Table 1.
Lecturer profile based on teaching experience

No.	Working Period (In Year)	Number	Percentage (%)
1	0-5	66	46,80
2	6-10	17	12,05
3	11-15	51	36,17
4	16-20	3	2,12
5	21-25	3	2,12
6	26<	1	0,79
	Total	141	100

Source: Employee-related Human Resources (HR) documents. Copyright 2017 by IAIN Lhokseumawe.

Then, what are the academic qualifications of lecturers at IAIN Lhokseumawe?

Based on the latest data from the Human Resources Department, it shows that the academic qualifications of the lecturer at IAIN Lhokseumawe are Master's Degree and Doctorate Degree.

Among 141 lecturers at IAIN Lhokseumawe, 37 (26,24%) lecturers have had a doctorate and 104 (73,76%) lecturers had a master's degree. The majority of the lecturers are domestic graduates, while the rest are international graduates. They are graduated from Malaysia, Sudan, Taiwan for the doctorate (8,33% from 37 doctoral lecturers), and the Middle East, also Malaysia for Master's degree Lecturers (12,05% from 104 master degree lecturers). Precisely, data shows that IAIN Lhokseumawe has already fulfilled the minimum qualification for lecturer, Master's degree. Lecturers at IAIN Lhokseumawe are potential Human Resources for institutional development.

Related to functional position, it shows that IAIN Lhokseumawe has no Professor as a lecturer. There are 11 (7,8%) lecturers as Associate Professor, 31 (21,8%) lecturers as Assistant Professor, 81 (57,44%) lecturers as Instructor, and 18 (12,76%) prospective lecturers with no functional position. The majority of 7,8% of doctoral lecturers can become professors in 2019 while the rest in 2020.

Table 2.
Lecturer profile based on the functional position

Functional Position	Number	Percentage (%)
Professor	-	-
Associate Professor	11	7,80
Assistant Professor	31	21,98
Instructor	81	57,44
Lecturer	18	12,76

2) *HR Profile of Staff*

This sub-section presents the background of the staff at IAIN Lhokseumawe. Staff at IAIN Lhokseumawe can be classified based on employments status, academic qualification, working period, rank/level, and training. Human resources for educational staff are highly dependent on many factors, including age, working period, and achievements, and training. HRD Departments inform three things about State Civil Apparatus' (ASN) staff, namely age, job experience, and position. In terms of age, the staff can be specified 5 (9.25%) aged 50 years or more, 23 (42.60%) aged 40-49 years, and 26 (48.15%) aged 30-39 years. It shows that 90.75% of the staff at IAIN Lhokseumawe is less than 50 years old. It means they are in productive and energetic age. This condition implies that the staff at IAIN Lhokseumawe are the potential for institutional development.

Table 3.
ASN Staff profile based on Age

Age	Number	Percentage (%)
50 years	5	9,25
40<49	23	42,60
<39	26	48,15
Total		100

The working period also influenced the staff. Based on the working period of staff, it shows that the shortest working period is 4 (four) years and a maximum of 37 (thirty-seven) years. More details about the working period of education staff can be explained as follows.



Table 4.
ASN Staff profile based on Working Period

No.	Working Period (In Year)	Number	Percentage (%)
1	0-5	4	7,40
2	6-10	23	42,60
3	11-15	24	44,45
4	16-20	1	1,85
5	21-25	-	-
6	26	1	1,85
7	31<	1	1,85

Table 4 illustrates that 50 people (92.60%) have a working period for more than 5 years with 3.7% of them have more than 25 years of service. There is only 7.40% of ASN staff have a working period of fewer than 5 years.

Relate to age and working period, ASN staff at IAIN Lhokseumawe are in productive age and energetic with full of experience. This condition affected the professionalism and the quality of service at IAIN Lhokseumawe. Although related to the quantity, those conditions are not comparable to the number of students and lecturers. Therefore, there is another staff besides ASN staff which is recruited by IAIN Lhokseumawe itself. The number is double from ASN Staff (91 people).

On the other hand, staff academic qualifications also vary greatly. The majority of them have high school certificates. In detail, the academic qualifications of the staff at IAIN Lhokseumawe can be grouped into 6 (six), namely Elementary, Junior High School, Senior High School, Diploma, Bachelor, Master, and Doctorate. Systematically the percentage of them at each level is as follows; Elementary 1 person (0.69%), junior high school 5 people (3.45%), high school 68 people (46.90%), Diploma 3 people (2.07%), Bachelor 55 people (37.93%), Master Degree 12 people (8.28%), and Doctorate 1 person (0.69%). So, It's about 46.8% of staff at IAIN Lhokseumawe have bachelor to doctoral degrees, 2.07% have diploma education, 46,90% are high school graduates, and 4.04% have lower secondary diplomas.

Table 5.
ASN Staff profile based on academic qualification

Functional Position	Number	Percentage (%)
Elementary	1	0,69
Junior High School	5	3,45
High School	68	46,90
Diploma	3	2,07
Bachelor Degree	55	37,93
Master Degree	12	8,27
Doctorate	1	0,69
Total	145	100

In terms of Job positions, those who have an elementary-high school certificate are cleaning service, security, and drivers. Whereas the S1, S2, and S3 become administrators, analysts, financial report compilers, sub-section heads, and Bureau Heads.

HRDat IAIN covers important and influential issues, aspects of HRD, and HRD methods. In developing HR at IAIN Lhokseumawe, there are several important issues, namely fostering trust between superiors, the career cycle of educators and education personnel, building and strengthening emotional ties, power relations, and educational qualifications as well as educational and educational expertise (Hafifuddin – Rector of IAIN Lhokseumawe, personal communication, November 25, 2018). Associated with the career cycle has not been done evenly, because there is still educational staff who occupy positions or fields without rotation for more than 10 years. While improving the quality of education and science is done through continuing education programs to the master and doctoral level as well as various education and training. During this time, the campus provides scholarships or budget assistance for lecturers who continue their education to the master and doctoral levels. However, the campus has not made a policy regarding the quality (accreditation) of the intended campus and the field of expertise or study program that is sought, so that each lecturer or employee chooses the campus and study program or expertise according to their choices (FGD, 2018).



The HR aspects developed at IAIN are more dominated by scientific or intellectual aspects, while the mental and personality aspects have not been carried out effectively, efficiently, and systematically planned and integrative.

2. Discussion

This sub-section will discuss the IAIN Lhokseumawe HRD model and how to enrich a more comprehensive and integrative HRD model for Islamic Universities and other public universities. The discussion in this section will focus on the important factors that influence HRD, aspects that need to be developed, and the chosen development strategy or method. The concept of development is built on the reality of human resources and development potential as explained in the previous sub-section.

In designing the concept of developing higher education human resources, specifically at IAIN Lhokseumawe, a new vision and mission for university management are needed. Therefore a transformation from administrative-conventional management to professional-integrative management from Universities is also needed. Besides, in developing IAIN HR in particular and Islamic Higher Education in general, the existence of a comprehensive, integrative, and forward-looking HRD model is formulated. For this reason, it is necessary to pay attention to the following matters; (1) problems that affect HR development; (2) aspects that will be developed, and (3) strategies or methods of development that will be carried out.

According to the situation the HRD at IAIN Lhokseumawe as described above, it does not reflect the development model as introduced by experts. Daniel and Robert (2018) explained that HRD is strongly influenced by 8 (eight) factors, namely the power relation, emotions, work-life balance among employees, trust, discipline, career life cycle, worker skill, and platform designed to promote individual. The human resources of the educators and education staff at IAIN Lhokseumawe are fully Muslim and consist of various ethnic groups in Indonesia. Thus, it is necessary to add ethnic factors or cultural plurality and the spirit of religion to design HRD models. Even the factors of cultural richness and

religious enthusiasm are important aspects in the development of human resources because these two factors are inherent in everyone. The study of the relationship between cultural resources and religion with work ethics, economics, and politics has long been carried out by Bellah (1984), Weber (1992), and other experts.

Thus, it can be concluded that important issues or factors that influence HR development and must be considered are as shown in the scheme below:

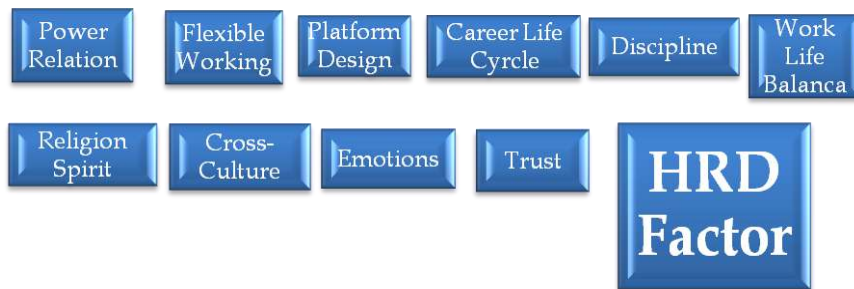


Figure 1.HRD Factors

HRD must be carried out integrally and holistically. Because HRD is not only related to the development of individual lecturers and education personnel but also related to the development of three other important aspects. Everything boils down to improving the quality of lecturer and employee competencies (Azmi, 2015).



Figure 2.Development Aspects of HRD. Copyright 2015 by Azmi.

HRD strategies or methods can be carried out through knowledge sharing, flexible working arrangements, technology adopted, employee



recruitment and management reform selection, education and training, rewards and recognition, and serious performance appraisals.

Knowledge sharing referred to here is how everyone mobilizes all intellectual or scientific potential for the progress and development of the campus. Sharing knowledge is very important in an organization, especially in higher education organizations. According to Delong and Fahey, this knowledge must exist at various levels of the organization, ranging from individual academics, groups, to the college level (Ipe, 2003). At IAIN Lhokseumawe, the tradition of knowledge sharing for the benefit of the organization has been going well, especially among lecturers. However, the intensity is not maximal.

Many factors influence it, namely human character, motivation, and opportunities to share, as well as the work environment situation. This is in line with Ipe (2003), that knowledge sharing is strongly influenced by the motivation to share, opportunities to share, and culture of the work environment. A good culture of work environment or knowledge is an atmosphere where everyone can express all ideas and knowledge openly through various media, the motivation to share is created through appreciation and appreciation for each idea, the opportunity to share must be created by university leaders for everyone in all levels and fields of work or expertise.

On the other hand, advancing the knowledge environment can also be done through knowledge creation, knowledge dissemination, knowledge transfer, and knowledge exchange. Knowledge creation requires culture and rules, in addition to certain intensive both financially and non-financially. This intensive giving can not only increase the productivity of lecturers in producing scientific work but also accreditation of institutions or study programs of IAIN Lhokseumawe.

Another way to develop knowledge is to manage knowledge as an asset. The collection of knowledge possessed needs to be valued financially as an asset of economic value. Thus, financial statements can show the real wealth of Universities, namely the treasury of knowledge (FGD, 2018).

Also, flexible working arrangements can include working time flexibility, work contracts, work shifts, and telecommuting (Ur-Rehman&Siddiqui, 2020). This work flexibility will create a balance between time to work and time that can be used by each employee and lecturer to do other things at home or in the community. Balance in the world of work will give birth to job satisfaction. Job satisfaction will increase energy, motivation, and quality of work.

Then, the technology adopted is another important factor that has implications for HRD (Human Resource Development). Through technology adoption, the campus has a long-term saving, time savings, boosted quality, standardization, enhanced performance, and second life HRM source(Zarqan&Sukarni, 2017).

Then, to realize this, it takes steps to develop human resources that work. First, identifying various problems, experienced by IAIN Lhokseumawe, especially in the HR field. Second, formulate an effort to solve the problem and put it systematically and comprehensively into Master Plan (MP), 5-year Strategic Plan (SP), Operational Plan(OP) of IAIN Lhokseumawe. Third, set HR management standards. The standards referred to in the medium term must be at least equivalent to the standards of the National Accreditation Board for Higher Education (BAN-PT) and in the long term at least equivalent to the standards of Asian Universities. In achieving the standards, there are formulations for quantitative and qualitative criteria of HR. Fourth, compile an HRD work program that includes planning, actuating, and evaluating.

The HRD strategy that must be adopted by IAIN Lhokseumawe is to create a competitive advantage through HR competence. There are five ways to create competence, namely: (1) Buy. This method is done by replacing old human resources with new ones, which have better quality. (2) Build. Investments are made in HR to improve the quality of HR for the better. (3) Borrow. Look for human resources that can provide ideas and tools to make organizations more competitive. (4) Bounce. Exclude HR who failed to perform the task. (5) Bind. Binding employees. If the organization



does not apply this method, even though it has implemented Buy and Build, it will create intellectual capital for competitors (Joko, 2005).

Organizationally, the development of HR above must be based on four important aspects, namely leadership, innovation, sustainability, and the role of experiential learning. The task of leadership is how to create an organizational culture as a medium to realize the effectiveness and feasibility of developing human resources. In this context, innovative and sustainable leadership policies are needed to achieve it. Innovation requires; action, a strict, time limit for achievement, (4) rigid organizational structure, and (5) removing all obstacles to innovation success (Sheehan, 2014).

Based on the explanation above it can be concluded that to realize its vision and mission as a campus of civilization, an important step that must be taken is the development of human resources. In developing HR, IAIN Lhokseumawe needs to do; first, identify the factors that influence HR development, and the conditions of all these factors to support the HRD process at IAINLhokseumawe. Secondly, the leader at IAIN Lhokseumawe needs to adopt a policy to develop the four aspects of HR development in parallel and connected. This mean that individual development, career development, organizational development, and performance management are carried out in an integrated and concurrent manner. This method can be done through knowledge sharing, flexible work arrangements, technology adopted, employee recruitment reform and management selection, education and training, awards and recognition, and performance appraisals. In its implementation, this requires the need for leadership, innovation, sustainability, and last but not least is the role of experiential learning. Unqualified human resources will hamper the development of IAIN institutions, because not only does it contribute to increasing productivity, but it will also eat and damage what is produced by others.

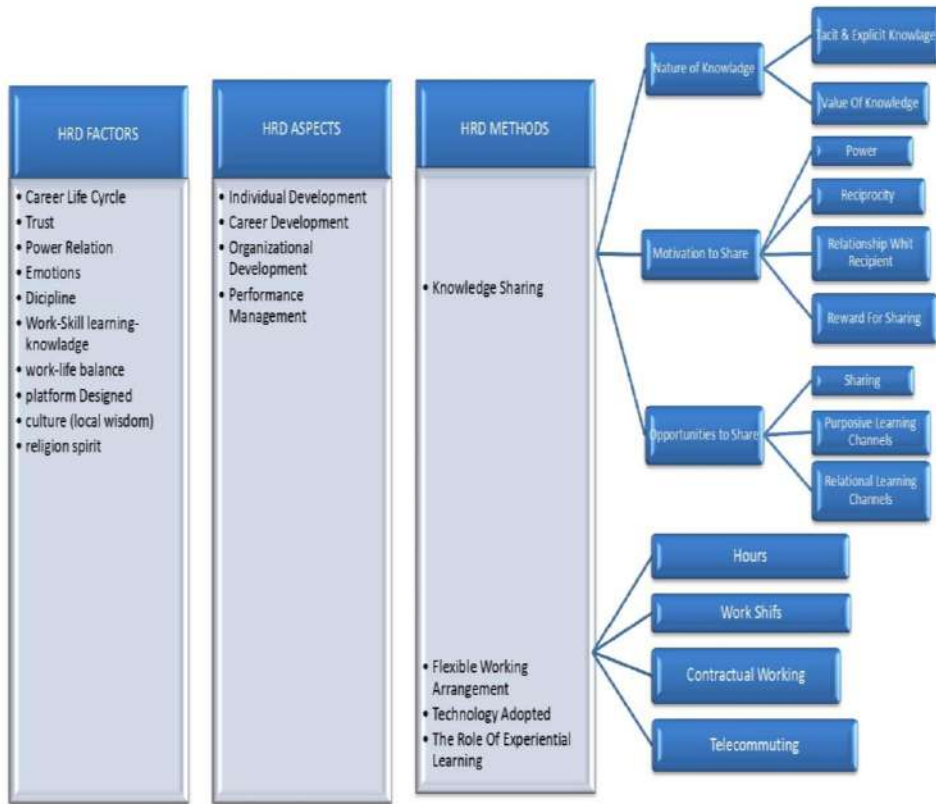


Figure 3. HRD Model

D. Conclusion

Based on the explanation above it can be concluded that: First, this study found that IAIN Lhokseumawe developed HR through various ways and steps, namely the degree education pathway, non-degree education, assessment psychology, functional positioning, academic activities, promotion, and coaching. In developing HR, there are stages of planning, actuating, organizing, and evaluating. Unfortunately, evaluations are not carried out regularly, integrally, and comprehensively. Besides, the results of the evaluation have not been followed up by policymakers quickly and thoroughly. IAIN Lhokseumawe have no quality standards and formulas to develop and improve systematic, comprehensive, and futuristic human resources. On the other hand, HRD at IAIN Lhokseumawe has not fully

paid attention to HRD factors, HRD aspects, and HRD methods, and development strategies not yet planned for an integral and perspective futuristic. The spirits of Islam and cultural plurality have not been used optimally to become a source of strength and wealth in the treasury of human resources. The aspect of HRD at IAIN is more dominated by individual development, so it has not been integrated with career development, IAIN institutions, and performance management.

Second, the HRD model that is compatible with IAIN Lhokseumawe in particular, and other public universities consider HRD factors, HRD aspects, methods, and development steps. HRD factors are important things that greatly affect the development of HR. These include career cycles, trust, power relations, emotions, discipline, work knowledge and skills, work world balance between employees, culture, religion, and platform design. HRD aspects are important aspects that must be integrated into the planning, actuating, and evaluation of HRD programs. Development methods can be carried out through good employee recruitment and selection, education and training, knowledge sharing, flexible working arrangement, technology adopted, rewards and sanctions, and management reform. Areas of development that need to be developed include academic, ethical, and psychological fields.

Based on the conclusions above, it can be recommended: First, the development and improvement of the quality of human resources at IAIN Lhokseumawe are recommended to pay attention to HR factors, especially HR platform designed, utilization of a potential cultural plurality of employees, and the spirit of Islam as strong energy for HRD. Developing HR, it takes an integrative step between developing individuals, careers, organizations, and performance management. After that, it will be followed up with a systematic, comprehensive, and futuristic HR management plan.

Second, for developing and improving the quality of human resources, it requires a blueprint and HR quality standards that are modeling and futuristic. Blueprints at least load; external-internal world analysis, analysis of future needs, the factors that influence, and models of

development and improvement of the quality of human resources to be implemented. All of this will be done if you have good leadership, technology adoption, and the role of experiential learning.

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