Al-Ulum

The Role of Islamic Human Resources Leadership in Higher Education in Improving Productivity of Academic Services

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Abstract

The study in this research is to find out more about the role of Islamic Human Resources in high-level leadership to increase the productivity of academic services. The research method used is qualitative with the literature method. The literature taken comes from journals, books and other literature that is closely related to Human Resources in improving higher education. The results of the study show that Human Resources in the field of education are functional competencies possessed by educational staff in carrying out their duties which are required to actualize their abilities, both intellectual and physical abilities, in an integrated manner.

Keywords: Islamic HR, Leadership in HE, Academic productivity, Academic Services.

Peran Kepemimpinan Sumber Daya Manusia Islam di Perguruan Tinggi Dalam Meningkatkan Produktivitas Pelayanan Akademik

Abstrak

Kajian dalam penelitian ini untuk mengetahui lebih lanjut tentang peran Sumber Daya Manusia Islami dalam kepemimpinan di level tinggi untuk meningkatkan produktivitas pelayanan akademik. Metode penelitian yang dilakukan adalah kualitatif dengan metode literatur. Literature yang diambil berasal dari jurnal, buku dan literatur lainnya yang berkaitan erat dengan Sumber Daya Manusia dalam meningkatkan perguruan tinggi. Hasil penelitian menunjukkan bahwa Sumber Daya Manusia di bidang pendidikan merupakan kompetensi fungsional yang dimiliki oleh tenaga kependidikan dalam menjalankan tugasnya yang dituntut untuk mengaktualisasikan kemampuannya, baik daya pikir maupun daya fisik, secara terpadu.

Kata kunci: SDM Islam, Kepemimpinan Di Perguruan Tinggi, Produktivitas Akademik, Pelayanan Akademik.

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A. Introduction

Education is a deliberate pursuit of improving human resources for the stated goals of both primary and higher education.[1] As a result, education should be used to create better HR workers in the future. The learning that takes place in the classroom serves as a model for this short-term goal. In order to play a long-term role, the role of leadership as a policymaker cannot be separated from the teaching and learning process in the classroom.[2] In addition, leadership must be able to assess whether the qualifications specified by the government for teacher resources are met in universities. This shows that a leader plays a significant role. They must adopt a leadership style that matches the characteristics of professional leaders. The quality of human resources will ultimately be influenced by the leadership system at the higher education level. Therefore, leadership is an effort to influence other people to realize the vision and mission of public educational institutions, especially Islamic education, so that they can serve educational goals such as academic services towards excellence.[3] The success of an Islamic institution cannot be separated from the contribution of leaders who have HR who can plan, monitor, and regulate staff performance.[4] Indirectly, the leadership has the task of advancing higher education institutions in terms of the quality of infrastructure, curriculum, teaching staff, and students. The principal's roles and tasks require a strategy so that the process

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[1] Mazen J Al Shobaki dkk., "Impact of Electronic Human Resources Management on the Development of Electronic Educational Services in the Universities," *International Journal of Engineering and Information Systems* 1, no. 1 (2017): 1–19. Amat Suroso dkk., "Challenges and Opportunities towards an Islamic Cultured Generation: Socio-Cultural Analysis," *Linguistics and Culture Review* 5, no. 1 (28 Juni 2021): 180–94, https://doi.org/10.37028/lingcure.v5n1.1203. Prasetyono Hendriarto dkk., "Understanding the Implications of Research Skills Development Framework for Indonesian Academic Outcomes Improvement," *Jurnal Iqra' : Kajian Ilmu Pendidikan* 6, no. 2 (15 Juli 2021): 51–60, https://doi.org/10.25217/ji.v6i2.1405.

[2] Muhammad Ihsan Dacholfany dkk., "Identification of Higher Education Administration Applications Efforts to Improve Digital-Based Academic Services," *Linguistics and Culture Review* 5, no. S2 (8 Desember 2021): 1402–14, https://doi.org/10.21744/lingcure.v5nS2.1948. Purniadi Putra dkk., "The Students Learning from Home Experiences during Covid-19 School Closures Policy In Indonesia," *Jurnal Iqra': Kajian Ilmu Pendidikan* 5, no. 2 (5 September 2020): 30–42, https://doi.org/10.25217/ji.v5i2.1019. Aslan Aslan dkk., "TEACHER'S LEADERSHIP TEACHING STRATEGY SUPPORTING STUDENT LEARNING DURING THE COVID-19 DISRUPTION," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 5, no. 3 (21 November 2020): 321–33, https://doi.org/10.31538/ndh.v5i3.984.

[3] Jonathan Porter Berkey, *The Transmission of Knowledge in Medieval Cairo: A Social History of Islamic Education* (Princeton University Press, 2014).

[4] Adam Schwarz, *A Nation In Waiting: Indonesia's Search For Stability*, 2 ed. (New York: Routledge, 2019), https://doi.org/10.4324/9780429495489.

follows the objectives. So, leaders must have skills as leaders, managers, and learners. Morgan explains several kinds of leadership roles or commonly called "3A", namely: alighting (creating a work environment that can arouse employee morale), aligning (integrating organizational goals with individuals to achieve a better orientation), enabling (giving freedom to workers to produce new ideas and ways of working).[5] Judging from this, it can be interpreted that leadership is a process to influence a group to achieve goals.

Indirectly, the concept emphasizes that school leaders must take into account the workers' ideas, input, and suggestions of the workers so that every aspiration of every worker can be realized to create a superior school.[6] Excellent schools are formed from the contribution of qualified teachers and human resources according to their competencies. Teachers, as educated human resources, are individuals who have superior abilities in terms of thinking and physical power. Attitude is determined by heredity and environmental factors, while work performance is influenced by the motivation to achieve success. The teacher is a central component in the world of education which significantly influences the quality of education. The figure who earned the nickname of this unsung hero will always be the main topic of conversation when discussing education issues. In formal education, teachers significantly contribute to the development of the world of education.[7]

Teachers are primary and secondary school teachers have the main task of guiding, assessing, and evaluating students from early childhood to secondary education. The quality of education will not run optimally without the support of professional teacher resources. So change must start with the teacher and end with the teacher.[8] However, in practice, there are still principals who have not been able to implement a sound leadership system. This fact affects the quality of teacher performance. This problem can be solved if the principal has the latest strategy to

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[5] Anjana Ahuja dan Mark van Vugt, *Selected: Why Some People Lead, Why Others Follow, and Why It Matters* (Profile Books, 2010).
[6] Dale H. Besterfield Urdhwareshe Carol Besterfield-Michna, Glen H. Besterfield, Mary Besterfield-Sacre, Hemant Urdhwareshe, Rashmi, *Total Quality Management Revised Edition: For Anna University, 3/e* (Pearson Education India, t.t.).
[7] Peter Clough, "Early Childhood Education : History, Philosophy and Experience," *Early Childhood Education*, 2014, 1–216.
[8] Linda Darling-Hammond, *Getting Teacher Evaluation Right: What Really Matters for Effectiveness and Improvement* (Teachers College Press, 2015).

improve the quality of teacher work so that it will affect the quality of the school. Educators become the focus of students to learn to develop their talents and interests.[9]

The success of educators is reflected in the number of students who can achieve success beyond their teachers. This goal certainly provides a positive image in the community of school institutions. This study aims to analyze the role and efforts of principals' leadership in developing the quality of teacher resources.[10] They will assume that the teacher resource management component can run following educational goals. The growth of Islamic educational institutions has triggered widespread unrest in the community, especially amid various problems. The public also wants to know how this country, facing globalization, must compete with other countries. Country, especially in the era of the pandemic. Now. Islamic educational institutions, abbreviated as LPI, foster and produce Islamic human resources so qualified graduates with knowledge, skills, and technology, as well as piety, can master, develop, and use. They by adhering to Islamic principles, religious and moral principles following noble religious and political values.[11]

Despite the needs and realities of social, economic, educational, and cultural communities, Indonesia continues to lag behind other nations regarding the relevance of Islamic educational institutions in generating competent and highly competitive human resources.[12] Strengthening and strengthening its position as one of the cornerstones of prosperity and nation-building, Islamic educational institutions demand autonomy and independence). Educational institutions must revive their role to play an ideal role in realizing academic excellence for education, industrial relevance, the contribution of new knowledge, and empowerment to

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[9] Kelly C. Margot dan Todd Kettler, "Teachers' Perception of STEM Integration and Education: A Systematic Literature Review," *International Journal of STEM Education* 6, no. 1 (14 Januari 2019): 2, https://doi.org/10.1186/s40594-018-0151-2.

[10] Yu Chen dkk., "Evaluation of Ecological City and Analysis of Obstacle Factors under the Background of High-Quality Development: Taking Cities in the Yellow River Basin as Examples," *Ecological Indicators* 118 (1 November 2020): 106771, https://doi.org/10.1016/j.ecolind.2020.106771.

[11] Charlene Tan, "Educative Tradition and Islamic Schools in Indonesia," 2014, https://repository.nie.edu.sg/handle/10497/17260.

[12] Ilham Akbar Rahman dkk., "Association between metabolic syndrome components and the risk of developing nephrolithiasis: A systematic review and bayesian meta-analysis," *F1000Research* 10 (11 Februari 2021): 104, https://doi.org/10.12688/f1000research.28346.1.

carry out fundamental reforms to develop superior Islamic human resources. Procedures for human resource management must be carefully defined and planned. They must be based on sunnatullah, namely the study of Allah SWT, creating creation with rights, plans, and specific goals.[13]

The progress of islamic tertiary institutions is primarily determined by human resources, which play a significant role in the management of tertiary institutions in achieving goals; improve the quality of primary services to students.[14] Of course, starting from the quality of teaching staff, learning curriculum, budget, educational regulations, the performance of lecturers, researchers, leadership, enthusiasm for learning in society. However, the support of teaching and management human resources is a central point in the success of tertiary institutions in addition to administrative staff and student organizations plus islamic based management in running university. Observing the experiences of developed countries, such as most well-known universities with a high-quality education. They prioritize students from other countries to study in their country for their higher education. The top priority for legal education is recruiting quality lecturers and researchers who are human resources interested in ensuring superior learning success from other countries.[15]

They looked back at the biggest problem in the most islamic Indonesian education system, where lecturers do not have the strong and islamic human resources in the subjects and teaching skills needed to become the educators desired by their duties, so student learning outcomes stagnate.[16] Thus a disparity was found between the learning outcomes of graduates and industry needs. An analysis of experts relates this problem to low funding, which leads to a deficit in teacher human resources, an academic and scientific culture that is not ready to

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[13] Sa'dullah Assa'idi, Azizil Muchtar, dan Mashudi Mashudi, "An Integrated Quality Education Management in the Perspective of the Qur'an Qs. As- Syu'ara' Verses 181-183 in Tafsir Al-Misbah," *Dinamika Ilmu*, 30 Juni 2021, 243–62, https://doi.org/10.21093/di.v21i1.3715.

[14] Łukasz Sułkowski dkk., "Professionalization of University Management in Poland," *Administraţie Şi Management Public*, no. 35 (2020), https://doi.org/10.24818/amp/2020.35-11.

[15] Ana Marta Aleixo, Susana Leal, dan Ulisses Miranda Azeiteiro, "Conceptualization of sustainable higher education institutions, roles, barriers, and challenges for sustainability: An exploratory study in Portugal," *Journal of cleaner production* 172 (2018): 1664–73.

[16] Jakhongir Shaturaev, "Indigent condition in education and low academic outcomes in public education system of Indonesia and Uzbekistan," *Архив научных исследований* 1, no. 1 (2021).

compete, and poor university management. There is no doubt that these factors are essential when talking about the quality of tertiary human resources. However, we can understand that the problem of the state's role in quality education is, at its root, a matter of politics and power. The solution is to improve the quality of education services in Indonesia by prioritizing higher education and increasing participation in higher education.[17] Improve the management system for better HR improvement funds.

The quality and commitment of teaching staff (lecturers) supported by adequate facilities and infrastructure and a conducive environment will provide satisfaction for lecturers, which is the primary key to the success of a tertiary institution[18] that can increase the quality of human resources based on islamic value and practices.

Finally, advancing tertiary institutions must begin by optimizing the role of HR leadership, which in its indicators, is improving optimal academic services. This is because optimizing Academic services is primarily determined by the quality of human resources owned by tertiary institutions in Islamic education. Such is the role of the leadership of Islamic higher education in serving routine academic services, all of which aim to promote increased learning that emphasizes students' learning outcomes.

B. Research Methods

This study is based on a literature review and data collected and evaluated from various sources, including books and scientific publications.[19] This qualitative approach is carried out using descriptive and argumentative analysis. Finding information about objects in the form of variables, as well as notes, books, handwriting, and research note formats is a method of collecting data and reviewing various literature, including books, notes, and reports on previous research findings

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[17] Chiara Logli, "Higher Education in Indonesia: Contemporary Challenges in Governance, Access, and Quality," dalam *The Palgrave Handbook of Asia Pacific Higher Education*, ed. oleh Christopher S. Collins dkk. (New York: Palgrave Macmillan US, 2016), 561–81, https://doi.org/10.1057/978-1-137-48739-1_37.

[18] N. Naris Sylvia dan I. Ukpere Wilfred, "Evaluation of human resource development and training at a higher educational institution in Namibia," *African Journal of Business Management* 6, no. 49 (2012): 11859–64.

[19] Monique Hennink, Inge Hutter, dan Ajay Bailey, *Qualitative Research Methods* (SAGE, 2020).

related to understanding leadership and management of Islamic education, management of Islamic educational institutions, and quality improvement, used to conduct library research.[20]

The primary sources in this work are; 1) The leading ideas of Danny Meirawan and Abdul Hakim Zawawi; 2) The concept of Islamic education management by Muh Hambali and Mua'limin, and; 3) The management concept of Prim Masrokan Mutohar's Islamic educational institution.

Secondary material is in the form of national journal articles, state regulations, and other internet sources that can help scholars find management ideas for Islamic educational institutions to produce superior human resources during the pandemic. Before data analysis, the researcher made a professional judgment on the research content/materials with the experts. In addition, researchers conducted studies on improving the quality of Islamic educational institutions through human resources in the pandemic era. In theory, the researcher divides the data into parts and characteristics before analyzing it.[21]

After carefully examining the data, the researcher collected important information related to the research problem, such as the idea of leadership, Islamic education management, Islamic educational institution management, and HR management. Researchers conducted the content analysis. The goal is to have a better understanding of the problem at hand. As a result, academics read and research literature on leadership, management of Islamic education, management of Islamic educational institutions, quality improvement, and human resource management. When the author is done, the results are recorded in a language-friendly manner. Researchers use data triangulation between data obtained through literature study and data observation to ensure the truth of the data obtained.[22]

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[20] Mohamed Branine dan David Pollard, "Human resource management with Islamic management principles: A dialectic for a reverse diffusion in management," ed. oleh Pawan S. Budhwar dan Kamel Mellahi, *Personnel Review* 39, no. 6 (1 Januari 2010): 712–27, https://doi.org/10.1108/00483481011075576.
[21] Elvi Rahmi, Achmad Patoni, dan Sulistyorini Sulistyorini, "The Management of Human Resources Development in Increasing the Quality of Islamic Education Institutions," *Al-Ta Lim Journal* 27, no. 2 (30 Juli 2020): 166–78, https://doi.org/10.15548/jt.v27i2.624.
[22] Henryk Dzwigol, "Methodological and empirical platform of triangulation in strategic management," *Academy of Strategic Management Journal* 19, no. 4 (2020): 1–8.

Researchers collect information on leadership concepts, Islamic education management, Islamic educational institutions, quality improvement, and human resource management serving education and academics. The information found is then stored. Researchers will use this documentation during the process of data collection and data analysis to facilitate data grouping and analysis. The author needs to explore everything related to the concept of leadership, Islamic education management, and the management of Islamic educational institutions. The data studied used a sorting approach to determining elements in managing Islamic educational institutions. That is, among other things, what we will achieve in the study with the theme "The Role of Islamic Human Resource Leadership in Higher Education in Increasing the Productivity of Academic Services".[23]

C. Results and Discussion

In this section of the results, we describe the understanding of the role of HR in the context of Islamic higher education in terms of the development of human resources to support institutions. This presentation will be supported by evidence from the results of scientific studies from various contexts and field evidence. To all of this, we describe qualitatively descriptive.

Institutional human resource Contexts

A deep understanding of the role of Islamic human resources in educational institutions is essential for increasing the productivity of educational services. This is because it has a direct impact on the purpose of higher education being held where higher education institutions must, of course, have well-established resources to establish authority to implementers of course with a significant role so that academic services can be maintained to achieve goals.[24] In this scenario, every Islamic educational institution has several obstacles, such as selecting the right human resources, evaluating and providing compensation to each potential staff,

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[23] Ferry Irawan Febriansyah, Achyat Daroini, dan Widowati Widowati, "The Role of Islamic Education In Student Organizations to Realize Human Resources In The Review of Higher Education Law Perspectives," *Al-Hayat: Journal of Islamic Education* 3, no. 1 (28 Juni 2019): 61–67, https://doi.org/10.35723/ajie.v3i1.51.

[24] Muhammad Annas Budiarto dan Unik Hanifah Salsabila, "Optimizing Islamic Education Towards the Golden Era of Indonesia," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (29 Januari 2022): 1–19, https://doi.org/10.31538/tijie.v3i1.105.

and other aspects of the task so that higher education organizations will grow and develop according to expectations. In the academic context, it requires a standard service attitude where if there is a complicated job, the organization does not need to linger to improve but is directly handled by HR not only in their capacity as knowledge but with high religion and integrity.[25]

So efforts to improve human resources in Islamic education so that they can improve academic services and this is an impact that is highly expected by every tall tree. The existence of Islamic human resources can improve academic services as expected by the university, the academic community, and the wider community.

Professional Context

There are significant regional and intra-sectoral differences in the rate of change, the specific nature of the consequences for staff, and the reactions of staff and other stakeholders in this changing environment, which affects higher education institutions around the world.[26] Some see this as a threat, while others see it as a liberating or legitimate trend. The intensity of academic work has received much attention, the demands for roles and practices are changed, and resistance to these influences and a preference for accumulation and accretion tactics. The literature also reveals increased concerns about workload, stress, difficulties with work-life balance, and public hostility towards perceived improvement in an unwanted workforce. Given the previous argument, it may not come as a surprise.[27] Thus, the triad of the history of academic work: Although some argue that the overall balance between the three operational functions of an academic has been eroded, teaching, research, and administration appear to have developed. In addition, many academics can devote most of their time to consulting, professional or community services, leadership and management, and other related fields. They can participate in such activities. Activities meet the requirements of their department or

[25] Coral Mitchell dan Larry Sackney, *Profound Improvement: Building Capacity for a Learning Community*, 2 ed. (London: Routledge, 2011), https://doi.org/10.4324/9780203826027.

[26] César Camisón dan Vicente M. Monfort-Mir, "Measuring Innovation in Tourism from the Schumpeterian and the Dynamic-Capabilities Perspectives," *Tourism Management* 33, no. 4 (1 Agustus 2012): 776–89, https://doi.org/10.1016/j.tourman.2011.08.012.

[27] Samuel D. Lee, Nathan R. Kuncel, dan Jacob Gau, "Personality, attitude, and demographic correlates of academic dishonesty: A meta-analysis," *Psychological Bulletin* 146 (2020): 1042–58, https://doi.org/10.1037/bul0000300.

institution, but they may also match individual interests, abilities, or a clear sense of opportunity.[28]

In the context of academic service development, it must be understood professionally so that it can provide changes, both changes by staff and from the academic community, which are believed to have an impact on achieving the goals of the institution wherever the university operates, so various impacts and progress will be made when human resource development can be carried out professionally.

Management's Attitude to Staff Recognition and Incentive

Regarding the governance of the attitude of academic service resources, various responses from management experts have shared that there are two categories according to institutional and industry theory where they say organizations and institutions have complete responsibility for the performance given by staff.[29] Regarding the function of academic land, it is generally stated that implicitly and explicitly, the role of responding to every academic demand must be handled by reliable human resources.[30] There are many similarities between what is to be achieved at the industrial level and educational institutions that always require alternative strategies and problems. In an academic environment that continues to be dynamic, every system designed indeed expects a career change in academic services, such as intensive payments to potential employees so that they will continue to be responsible in facing job challenges.[31]

Creating a professional HR role, of course, in terms of very challenging tasks such as supporting learning, teaching design project management, and also student guidance, is undoubtedly a significant choice but this will certainly put additional demands on staff and academics where if those who work optimally will

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[28] Catherine McCauley-Smith dkk., "Making sense of leadership development: developing a community of education leaders," *Studies in Higher Education* 40, no. 2 (7 Februari 2015): 311–28, https://doi.org/10.1080/03075079.2013.842209.

[29] Shahjahan H. Bhuiyan, "Modernizing Bangladesh Public Administration through E-Governance: Benefits and Challenges," *Government Information Quarterly* 28, no. 1 (1 Januari 2011): 54–65, https://doi.org/10.1016/j.giq.2010.04.006.

[30] K S Ramya, "A STUDY ON AWARENESS OF E-GOVERNANCE AND ATTITUDE TOWARDS SUSTAINABLE DEVELOPMENT," t.t., 3.

[31] Barbara Cimatti, "Definition, development, assessment of soft skills and their role for the quality of organizations and enterprises," *International Journal for quality research* 10, no. 1 (2016): 97.

undoubtedly get additional compensation and also recognition from management so that every person who has a career allows him to advance and unite himself with organizational teaching into more complex leadership and managerial positions.[32] Like many faculty and teaching directors' colleagues, they have plans to create some focus where they will compensate employees with high human resources and work productivity. They certainly provide promotions and excellent compensation for successful academic activities though there are times when research performance with specific criteria has not been achieved. They are because academic services at this university require various approaches, such as how to ethically recruit new staff who are ready to function both as academic staff and researchers. Later they have the main task of various jobs, which will undoubtedly build their careers in conditions of being able to work managerially, and they certainly have very fixed contracts.[33]

This is, among other things, how the academy career needs to make various breakthroughs regardless of the contract, where the availability of mentors who guide academics to achieve a more optimal career because the demands of the professionalism of the work are indeed motivating and reduce insecurity when they have a very challenging job. Training models for increasing compensation and promotion of the bay are carried out to develop academics and researchers so that they will become independent with colleagues and will be able to implement all career development frameworks that will be relevant to the principles and guidelines they want when they have a career in the field—academic world.[34]

The attitude and management strategy for the presence of staff, as well as the incentives provided, are a response from the university leadership which is addressed to staff who have performed their role as the best human resources to

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[32] Leonard L. Berry, Ann M. Mirabito, dan William B. Baun, "What's the hard return on employee wellness programs," *Harvard business review* 88, no. 12 (2010): 104–12.

[33] D. Grimshaw dan Jill Rubery, "The Motherhood Pay Gap: A Review of the Issues, Theory and International Evidence," Maret 2015, https://www.research.manchester.ac.uk/portal/en/publications/the-motherhood-pay-gap-a-review-of-the-issues-theory-and-international-evidence(029c55cb-1a95-43e2-be6d-efbadfdcf2c4).html.

[34] Francesca Caena dan Christine Redecker, "Aligning Teacher Competence Frameworks to 21st Century Challenges: The Case for the European Digital Competence Framework for Educators (Digcompedu)," *European Journal of Education* 54, no. 3 (2019): 356–69, https://doi.org/10.1111/ejed.12345.

achieve academic service productivity, which produces the expected output. This output as an indicator for a tall tree that respects and continues management governance that appreciates every achievement made by employees and staff so that they get welfare according to their work ethic and desired gradation.

Academic Identity and Performance

According to Drennan et al.,[35] academic identity generally remains intact despite increased institutional pressure. Responding to diverse policy stimuli and other change agents, respondents adapted rather than altered their perception of their identity. Academics place a significant priority on their sense of identity, as well as how they see and evaluate their work—and, ultimately, the work of the academic profession.[36] On the other hand, Henkel does not consider who is conducting research, teaching, assisting students, or performing other activities. There is no reason to suppose that these identities do not exist or that they will not be equally significant in the lives and values of those engaged, even though they constitute a fraction of the overall "academic" population. Henkel discusses the responses. Seven external variables and pressures influence identity, but coherence and understanding between ends continue to prevail. Less obvious are people's reactions to their peers and those who influence their perceptions, as well as how these interpersonal effects impact any identity shift, which is frequently subtle and scarcely discernible.[37] According to anecdotal and experiential data, individuals respond significantly when their academic identity is questioned or endangered. This might include questions regarding their degree of experience, competency, or performance in a specific task or role, as well as whether or not they are a good match for the position or specific components of it. Positive outcomes might

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[35] Jonathan Drennan dkk., "Academic Identity in Higher Education," dalam *The International Encyclopedia of Higher Education Systems and Institutions*, ed. oleh Pedro Nuno Teixeira dan Jung Cheol Shin (Dordrecht: Springer Netherlands, 2020), 35–40, https://doi.org/10.1007/978-94-017-8905-9_300.

[36] Sally Findlow, "Higher Education Change and Professional-Academic Identity in Newly 'Academic' Disciplines: The Case of Nurse Education," *Higher Education* 63, no. 1 (1 Januari 2012): 117–33, https://doi.org/10.1007/s10734-011-9449-4.

[37] Jonatan Pinkse, Anne-Lorène Vernay, dan Beatrice D'Ippolito, "An Organisational Perspective on the Cluster Paradox: Exploring How Members of a Cluster Manage the Tension between Continuity and Renewal," *Research Policy* 47, no. 3 (1 April 2018): 674–85, https://doi.org/10.1016/j.respol.2018.02.002.

sometimes call into question one's identity. Individuals promoted predominantly based on teaching or managerial criteria, for example, may struggle to accept interpretations of their identity and abilities and continue to think that their genuine strength is in research, mainly if these are skills provided by their peers. This is especially true if their peers teach them how to do research.[38] Human resource professionals and senior managers face several obstacles due to the complexities of academic identity. The associated tensions are usually minor but might escalate into much more significant difficulties or disagreements, leading to lengthy and severe official arguments.[39]

Thus academic performance and identity will color the achievements and achievements of Academic services at universities in the Islamic context by giving priority and a strong identity so that academic services will be easily translated. Without a meaningful academic identity, universities will find it challenging to record the strengths and advantages offered to the academic community and the outside world.

Development and Support Activities

Brunet et al.,[40] identify six fundamental components of a human resource strategy that allow institutions to solve competitive issues while retaining high-quality, creative personnel in an increasingly dynamic environment in which knowledge workers function. The essential components are as follows: determining how many people are required, what they must perform, how to organize and manage them; determining what skills are required and resolving any issues; recruiting and keeping high-quality personnel control their output; highlighting and acknowledging achievements; teaching staff.[41] Many studies have examined the

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[38] Robyn Davies, Elizabeth Hanna, dan Cheryl Cott, "'They put you on your toes': Physical Therapists' Perceived Benefits from and Barriers to Supervising Students in the Clinical Setting," *Physiotherapy Canada* 63, no. 2 (April 2011): 224–33, https://doi.org/10.3138/ptc.2010-07.

[39] Thomas R. Hughes dan Frank D. Davidson, "Leading through conflict with credibility," dalam *Oxford Research Encyclopedia of Education*, 2020.

[40] Carole Brunet dkk., "Impacts Generated by a Large-Scale Solar Photovoltaic Power Plant Can Lead to Conflicts between Sustainable Development Goals: A Review of Key Lessons Learned in Madagascar," *Sustainability* 12, no. 18 (Januari 2020): 7471, https://doi.org/10.3390/su12187471.

[41] Paul Harrigan dan Bev Hulbert, "How Can Marketing Academics Serve Marketing Practice? The New Marketing DNA as a Model for Marketing Education," *Journal of Marketing Education* 33, no. 3 (1 Desember 2011): 253–72, https://doi.org/10.1177/0273475311420234.

expansion of academic staff. The output can be used to filter several messages, some of which are conflicting. Development assistance becomes extensive. Traditionally, the main focus has been preparing academics for critical research and teaching roles. The former is primarily handled by postgraduate education, and the latter by short courses for postgraduate teaching assistants or newcomers to the field.[42]

The definitions of academic and professional expertise and the methods acquired and developed are still a matter of debate. For a development strategy to be successful, it is necessary to reconcile individual and organizational requirements and expectations. For individual academics, relevance, timeliness, format, and contextualization usually rank highly. This is in line with research on people's attitudes towards and preferred methods for continuing professional development. Many trends add complexity to the scene.[43] Academic roles are becoming more fragmented, diverse, and fragmented. The practice-oriented field has seen much growth, and for academic programs to be more credible, they often require the recruitment of 8 experienced mid-career practitioners. The diversity of the academy's applicant pool is increasing. Creating relevant and coherent development programs and frameworks becomes difficult. Although progression models, organized around the concepts of early and continuous development, are still valuable for various contexts, this trend means that any model must be able to be interpreted in various ways and respond in specific ways.[44]

External factors have a significant impact, regardless of opposition. According to Adams,[45] this dispute is on objections to external intrusion into academic autonomy and authority and sometimes imposition. For example, UK institutions have been asked to provide formal training and development in various subjects to meet funding agencies' and governments' legal, instruction, or

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[42] Mukhammad Abdullah, "School Culture to Serve Performance of Madrasah In Indonesia," *QIJIS : Qudus International Journal of Islamic Studies* 7, no. 1 (2019): 71–100.

[43] Leah Goodman, "Mental Health on University Campuses and the Needs of Students They Seek to Serve," *Building Healthy Academic Communities Journal* 1, no. 2 (27 November 2017): 31–44, https://doi.org/10.18061/bhac.v1i2.6056.

[44] Brenda Leibowitz, "Reflections on academic development: what is in a name?," *International Journal for Academic Development* 19, no. 4 (2 Oktober 2014): 357–60, https://doi.org/10.1080/1360144X.2014.969978.

[45] Don Adams dan Arlene Goldbard, *Creative Community: The Art of Cultural Development* (Lulu.com, 2005).

"guidance" requirements. Provisions addressing an individual's self-identified development needs may conflict with academic requirements of recognition that development or training will assist them in tackling a new or expanded role or task, performing work more effectively, or acquiring or enhancing skills. Initial programs offered by UK institutions in learning, teaching, and assessment are now receiving accreditation from the Higher Education Academy. Many people think that newcomers to academia will complete the right program. In addition, they get capable staff members unfamiliar with postgraduate supervision for onboarding.[46]

The development and support activities of the HR that university will certainly provide high competitiveness for universities, seen from how the creativity of employees and also stable which will continue to provide changes to management data and Academic services and ends in creating campus development that has traditionally had a more up-to-date way of what the community or the world of free users of graduates are looking for.

Professional Working in Islamic Academic Life

Employees who do not have academic contracts but instead take on professional roles, such as general management, in specialized fields like finance and estates, quality or broadening participation, or non-academic areas like learning support, are referred to as "professional staff" in this paper.[47] This distinguishes them from academic managers like pro-vice-chancellors and deans despite blurring the lines between them. This does not imply that academic staff members are not professionals in and of themselves. The need for individuals who can contextualize academic activity about changes in the external environment, such as school outreach, regional business development, or overseas campuses, is growing. Modern institutions have evolved into complex organizations due to their need to function globally simultaneously and locally. Professional staff members who comprehend this broader terrain perform quasi-academic tasks and play

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[46] James Rourke, "Social Accountability: A Framework for Medical Schools to Improve the Health of the Populations They Serve," *Academic Medicine* 93, no. 8 (Agustus 2018): 1120–24, https://doi.org/10.1097/ACM.0000000000002239.

[47] Uswatun Qoyyimah dkk., "Professional Identity and Imagined Student Identity of EIL Teachers in Islamic Schools," *Journal of Language, Identity & Education* 0, no. 0 (12 November 2020): 1–16, https://doi.org/10.1080/15348458.2020.1833726.

interpretive roles at the boundaries of academic work, internal constituencies, and external partners.[48]

Consequently, staff groups such as academic and professional employees working together on specific projects in multi-functional teams and diversified positions that straddle the border between academic work and professional assistance have been consolidated. This has broadened the workforce and dissolved the traditional lines between academic and professional workers. People may find tasks and teams more relatable than conventional organizational structures and hierarchies. Academic managers, such as pro-vice-chancellors, deans, and department heads, some of whom are appointed on permanent contracts as full-time professional managers; mainstream academic staff who carry out comprehensive teaching and research programs; "the replacement of 'bureaucratic' careers by flexible job portfolios" has resulted in a less distinct separation between academic activity and the distinct separation between academic activity and the distinct separation between academic activity and the distinct separation between academic activity and the distinct separation between academic activity and the distinct separation.

Professional managers in "niche" areas like quality and expanding participation specific to higher education; project managers, either for one-time projects like building new facilities or for more extensive ones like providing services to students or running a business; contract employees who assist with projects, including educational ones. A significant increase in the number of non-academic staff members possesses academic credentials comparable to those of academic colleagues, such as doctoral degrees and experience in tertiary education or research. These workers are taking on various new roles, sometimes with academic titles like pro-vice-chancellor, in which they are in charge of

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administration, quality, or staffing. In this capacity, they might work with a typical academic manager, like a pro-vice-chancellor for academic affairs.[49]

As a result of the diversity of professional personnel, the nature of the workforce map has altered, with interactions becoming increasingly lateral and hierarchical; Institutions are grappling with a more mobile workforce that includes an increasing number of employees who do not fit into traditional job classifications.[50] The university professional landscape is far more intricate than our existing categories allow. Such terrain directly influences how we arrange our work and collaborative efforts. One critic sees diversity's positive and proactive management as connecting competitiveness with outcomes in a knowledge environment. This is now a severe commercial concern. "When paired with the "war on talent," the only way to reduce labor costs is to increase job variety." roles with varying pay rates and the time spent by higher-paid professionals focusing on the "value-added" iterations with students—those "moments of truth.[51]

When human resources can work professionally in the context of Islamic academic life, investment quality and performance will continue to be considered. So consequently, the staff who have extraordinary human resources will be able to drive the achievement of Academic services and ultimately will improve the quality of student learning and become something that has an impact on the development of Islamic universities.

Islamic HR Demand in Higher Education Practice

Based on the Islamic concept, human resource development is to form human beings who have a noble character, always worship Allah spread mercy to the universe, and fears Allah. According to the Islamic concept, this is the direction of human resource development goals. Because of human resource management in

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[49] Celia Whitchurch, "Who do they think they are? The changing identities of professional administrators and managers in UK higher education," *Journal of Higher Education Policy and Management* 28, no. 2 (1 Juli 2006): 159–71, https://doi.org/10.1080/13600800600751002.

[50] Hamish Coates dan Leo Goedegebuure, "Recasting the Academic Workforce: Why the Attractiveness of the Academic Profession Needs to Be Increased and Eight Possible Strategies for How to Go about This from an Australian Perspective," *Higher Education* 64, no. 6 (1 Desember 2012): 875–89, https://doi.org/10.1007/s10734-012-9534-3.

[51] William K. Balzer, *Lean Higher Education: Increasing the Value and Performance of University Processes, Second Edition* (CRC Press, 2020).

Islamic educational institutions states that: "Management of human resources in Islamic education is a policy and practice that is needed by someone in carrying out aspects of human resources in Islamic education from recruiting, screening, training, developing and evaluating in Islamic educational institutions.

According to Astuti & Saril,[52] Islamic academic services are educational services directly related to student customers from tertiary institutions, including an Islamic curriculum, syllabus, lecture quality design, course material units, presentation of material, evaluation, practicum, and mentoring.

All of this is not out of enthusiasm for Islamic academic culture. Namely human services and potential according to Islamic education, where humans have been equipped with essential potential in the form of the body (hearing, sight), reason, and spirit, which still needs development for the provisions of his life since his birth. This development is influenced by the community's family environment and the role of teachers in the spirit of Islamic service.

Meanwhile, the Islamic Academic Culture (Budai), declared on August 18, 2005, is an educational strategy.[53] With this big theme, our educational paradigm has completely changed; we must return to education based on Islamic values. The meaning of academic culture and work ethic in Islam is learning and working following what is prescribed in Islam and following what was exemplified by the Prophet Muhammad SAW. What are the Islamic guidelines for humans to use academic culture? The academic culture in Islam requires all Muslims to be diligent and tenacious in seeking knowledge. Islam, as a religion that encourages its followers to be intelligent and clever, has many arguments regarding the priority of seeking knowledge.[54]

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[52] Astuti Astuti dan Saril Saril, "KEPEMIMPINAN BERBASIS ISLAMI DALAM MENINGKATKAN MUTU PENGELOLAAN PERGURUAN TINGGI," *Adaara: Jurnal Manajemen Pendidikan Islam* 10, no. 1 (28 Februari 2020): 72–86, https://doi.org/10.35673/ajmpi.v10i1.869.

[53] St Wardah Hanafie Das, Abdul Halik, dan Amaluddin -, "Paradigm of Islamic Education in the Future: The Integration of Islamic Boarding School and Favorite School," *Information Management and Business Review* 8, no. 4 (23 September 2016): 24–32, https://doi.org/10.22610/imbr.v8i4.1390.

[54] Das, Halik, dan Amaluddin -.

D. Conclusion

After a series of studies and explanations of the results and discussions, we can finally conclude that Islamic human resources, especially leadership, is very much needed in managing high marriage management, primarily academic services, following the university context. Through a study of various sources, we have been able to summarize the results; among others, the staff sees how institutions need reliable human resources. Of course, Islamic HR is a demand in the context of professionalism in serving academics, especially students and other staff. Likewise, we see that the attitude of the staff management data is highly appreciated, for example, in academic services where the presence of human resources for the staff is significant. Furthermore, we see that academic Identity and performance are determined by the performance produced, so it can be seen that the development of various activities that support academic progress at the university with the help of proven leadership so that working professionals following the demands of the Islamic religion becomes a life. From what we have described, we realize this result has many weaknesses, and therefore inputs and various comments to improve the quality of this study can be made.

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