


# Reconstruction of Human Resource Management in the Era of Disruption in the Study of Islamic Education

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## ABSTRACT

The disruption era requires an inclusive and comprehensive observation and research, especially in the world of education in Indonesia. God created humans as caliphs (God's representatives) on earth. Therefore, God gives something that can be seen by humans, heard by humans, felt by humans, and made by humans with the concept of thinking according to the teachings of Alquran. The Word of God, I sent Alqur'an down to the earth for people who want to think (have sense/faith). The famous French philosopher, Descartes said, "I think then I am". For God, nothing is impossible in this world. In the book al-Ghunya, al-Jailani mentions that those who are pious in a hadith the Prophet said, "The definition of takwa is summarized in the words of Allah," Verily Allah commands (you) to be fair and do good, give to relatives, and Allah prohibit from vile actions, munkar, and hostility. He gives teaching to you so you can take lessons. " (Q.S. An-Nahl/16: 90). The lesson here is interpreted as a learning process in Islamic religious education in the reconstruction of human resource management. In Law No.20/2003 concerning National Education System, the implementation of education must hold several principles, namely education is held in a democratic and just manner and not discriminatory by upholding human rights, religious values, cultural values, and national plurality with a systemic unity with the system open and multi-meaningful. In addition, the implementation must also be in a process of civilization and empowerment of students that lasts a lifetime by giving example, developing willingness, and developing students' creativity in the learning process through developing a culture of reading, writing and counting for all citizens to empower all components of society through participation in the implementation and quality control of education services. The author uses descriptive research methods with library research research. The author makes use of the literature on education and human resource management. In the field of education the main purpose of research and development is not to formulate or test a theory, but to develop effective products for use in schools.

**Keywords:** *Reconstruction, Human Resources, Disruption, Education*

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## INTRODUCTION

According to Jusuf Sunya, in 2018, the government through the Ministry of Industry had launched a road map called "Making Indonesia 4.0". This road map is a strategic policy and effort to implement the government in preparing the nation's human resources (HR) in facing the challenges of globalization and the development and application of industry 4.0. The application of industry 4.0 has certainly brought consequences related to the readiness of human resources in improving national development to race so as not to be left behind with other nations in the society of nations in the world in an era of globalization which is full of challenges, opportunities and threats. <http://www.balipost.com/news/2018/11/22/61901/Rekonstruksi-SDM-yang-Berdaya-Saing.html>.) diakses tgl. 13 Februari 2019 pukul 11.40 wib. Are the Indonesian people ready to anticipate the flow of globalization in this era of technological disruption so that we are not just spectators and followers of the industrial revolution, and can we become players or spectators of the rapidly developing technological digitalization innovations? Therefore, it is very important to adjust and reconstruct human resources to various accelerations and changes, especially in the field of science and

technology (education) and the industrial revolution with various innovations and benefits for the needs of humanity.

This reality must be built and developed by preparing qualified human resources for competency certification, who have skills, knowledge, and attitude in order to emerge as a strong and competitive science and technology transformer. Of course, this is a warning, related to our seriousness in preparing more innovative and dynamic human resource tools and infrastructure according to each era.

McKinsey Global Institute research (2015), stated that the industrial revolution 4.0 has consequences and impacts thousands of times more devastating than previous industrial revolutions. For the record, industry 1.0 (started in 1784) started with the use of steam engines in industry, then industry 2.0 (started in 1870), started with the use of mass production powered by electricity and oil, after that in early 1969 – we entered an era of the use of information technology and robotic automation machines so that we were more advanced in the use of computer-based technology.

Now in the era of industry 4.0, technology diversification is so powerful with the integration of networks (internet of things) that everything is digital as we enjoy it now. The changes and acceleration of the digitalization of the Industry 4.0 world that is developing without borders has been followed by the rapid advancement and development of automation technology and data digitization in the industrial field, so that there is a threat to human employment starting to be replaced by digital automation technology.

This has the consequence of losing many jobs or at least, narrow and limited job readiness. In this era, all that is needed is competent and qualified people so that they have strong competitiveness.

So how do we connect "Making Indonesia 4.0", with the government's promise related to the opening of ten million new jobs, as well as the implementation of industry 4.0 to the demographic bonus in the future? Of course, this is a big challenge in responding to the road map that has been launched by the government.

It is time for the government not only to be the main player in anticipating the flow of globalization, but must also involve the participation of the private sector with good quality and integrity so that human resource governance has more seriousness to have a competitive edge and high selling value. Private sector development must be more optimized with the needs and demands of the world.

It must be realized that the private sector places more emphasis on market choice. Therefore, it is necessary to adjust to the design of the roadmap on human resource governance and building capacity to be more competitive and multicomplex so that the demographic bonus we live can be a boon for Indonesia's future in the future.

Strengthening human resources must be of high quality through education and training with certification standards so that this big agenda can run well. In addition, the process of technology transfer and transfer needs to be accelerated and carefully observed in accordance with the needs of the wider community. We need to design an education and training design that is oriented towards strengthening competence and improving quality capacity through skills, knowledge, and attitude as a foundation.

Of course, this needs to be accelerated because the number of our potential young people is quite high. Currently, they grow up as teenagers and young adults need to be handled seriously in order to produce human resources with superior character. They are the future of the nation.

In the future, the challenges and obstacles will be more difficult and so competitive. Therefore, an increase in quality human resources is increasingly needed, in line with the changing times. The more qualified the human resources, the more competitive they are. Therefore, various training programs are presented to increase a person's reliability, including his intelligence and integrity.

The key factors of education and training play an important role, especially preparing qualified and certified human resource competencies. This key factor is the focus in structuring human resource governance so that its use is clear. From the beginning, the aspect of human

resource planning needs to be improved, the link and match between the education system and the world of work, especially facing the development of digital technology. Because this will have an impact on structuring a system that is able to create quality and skilled and highly competitive human resources in global competition.

Facing challenges, threats and opportunities for the symptoms of disruption in the era of technological digitalization requires innovative and dynamic human resources. If the quality of human resources is not adjusted to the conditions of this digitalization era, we will be overwhelmed and crushed from the flow of change in the flow of globalization.

The main factor in human resource development is to build an integrated job training and certification system to accelerate the improvement of work competence. Through investment in human resources, with increased competence, abilities or skills become the main factor of a major competition in this digital age. Hopefully in the future this hope can be more harmonized with the reality and condition of the latest quality capabilities of the nation's young generation.

### **Frame of Mind**

According to the National Education System Law No. 20 of 2003, the definition of education is an effort based on awareness and planned to create a learning process and learning atmosphere. So that students can actively develop their potential to gain the skills, noble morals, intelligence, personality, self-control, and religious spiritual strength needed by themselves and society.

Education Objectives (Kemdiknas): "Law Number 20 of 2003 concerning the National Education System, Article 3, the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens". Therefore, the author uses theories including:

*Cognitive Neuroscience Theory in Learning (Suyadi, 2014: 75-76)*

Cognitive neuroscience is basically the science of "brain-mind", "soul-body", and "body-spiritual". This natural marriage between neuroscience and cognitive psychology is about to reveal something that philosophers and scientists have not been able to solve so far. With the help of instrumental advances in brain imaging technology (position emission tomography, magnetic resonance, magnetoencephalography, etc.), they are optimistic that they can see the relationship between the "mind brain"; "body-soul" or "physical-spiritual".

The brain has physical characteristics. The brain is made up of neurons. The brain is always working, never stopping throughout a person's life, and if the brain stops then the person is bound to die. Throughout his work, the brain is always filled with electrochemical activity. Nevertheless, the architectural structure of the brain has not undergone any changes. This means that even though the brain works hard, the shape of the brain does not harden. On this basis, the attitude of scientists also has difficulty connecting "brain-mind"; "body-soul", or "body-spiritual".

*Literature Review of Islamic Religious Education (Taufik Pasiak, 2012: 8-9)*

In contrast to the discussion of the "brain-mind" dichotomy; "soul-body", and "physical-spiritual" as mentioned above, in the context of Islamic religious education (including human spirituality), many similar terms are increasingly confusing. These terms are al-Aql (intellect), al-Qolb (heart), an-Nafs (lust, will), and ar-Ruh (spirit). So far, these terms have been understood the same even though in different contexts and sometimes understood differently but used in the same context. Some people separate these terms with "brain". They view the "brain" completely different and have nothing to do with al-Aql, al-Qolb, an-Nafs, and ar-Ruh.

In this case, Taufik Pasiak emphatically states that whatever terms are used (whether al-Aql, al-Qolb, an-Nafs, and ar-Ruh), everything becomes meaningless when it is not connected to the human "brain" because all the meanings of these terms have a neurobiological basis in the human brain.

## METHOD

The research method used in this article is a descriptive method with a literature study approach. The researcher collected data and information from various literature relevant to the topic of education and human resource management, particularly in the context of the era of disruption and Islamic education. The literature used includes books, scientific journals, laws and regulations, and trusted online resources that discuss strategies, challenges, and reconstruction of human resources in the field of education. This approach allows researchers to conduct a comprehensive analysis of existing theoretical concepts and practices, so as to construct a framework of thought that is in accordance with the research objectives.

The analysis was carried out by examining relevant theories, such as cognitive neuroscience theory in learning and the study of Islamic religious education literature, to understand the relationship between cognitive, affective, and spiritual aspects in human resource development. The data obtained were analyzed qualitatively by focusing on interpreting the content of the literature, identifying similarities and differences of views, and synthesizing findings into a concept of reconstruction of human resource management that is integrated between science and morals. This approach was chosen because it is suitable to generate an in-depth understanding without conducting hypothesis testing, but instead focuses on developing concepts that can be applied in education to face the challenges of the disruption era.

## FINDINGS AND DISCUSSION

*"If you want a year of prosperity, plant seeds. If you want ten years of prosperity, grow a tree. If you want a hundred years of prosperity, develop humanity". (Chinese proverb)*

According to Uyoh Sadulloh (2014: 142-143), progressive philosophy argues that knowledge that is true in the present may not be true in the future. Therefore, the best way is to prepare students for a better and unknown future, equipping them with problem-solving strategies that will enable them to overcome new challenges in their lives and to discover truths that are relevant in the present. Through self-analysis and continuous reflection, individuals can identify the right values in the near future.

Abuddin Nata (2011:13-14) said that today countries in the world almost fully believe in the power of education in advancing a nation and state. Japan as a country that controls the world economy today almost all sectors of human life, for example, are realized after improving the quality of their education. When the atomic bombs were dropped on Hiroshima and Nagasaki that had killed tens of thousands of Japanese people in the second world war, there was an interesting question posed by the Emperor, namely "how many teachers are left? This question clearly shows the concern of the Japanese rulers for education, since the concern for education begins with concern for the fate of teachers. See Muhammad Natsir, *Kapita Selektta*, (Bandung: Van Hoeve, 1968, cet.1, p. 68). The Japanese have long applied a new paradigm in seeing, studying and analyzing the superiority of a nation. They see that the superiority and resilience of a nation is no longer solely determined by the superiority of its natural resources, but determined by the superiority of its human resources. Awareness of the existence of a new paradigm, in seeing the superiority of a nation, requires a quality and superior, competitive education, because through such education a superior nation can be realized.

Indonesia is one of the countries in Asia that is late in implementing the new paradigm as a mainstay in its economic development, even though Indonesia has a large population and abundant natural resources (SDA), compared to its neighboring countries, such as Malaysia, Singapore, Brunei, the Philippines, and Thailand. Under such circumstances, education experts agree that it is better to implement the new paradigm late than to do nothing. Some neighboring countries, such as Malaysia and Singapore, which gained independence after Indonesia's independence, turned out that their level of educational progress had far left Indonesia. This happens because there is a strong commitment from the governments of these



countries to improve the quality of education for their people with a large education budget allocation, while the state budget for the education sector in Indonesia is only around 6%, and Malaysia is around 18-20% of its state budget. Like a Chinese proverb.

*"If you want a year of prosperity, plant seeds. If you want ten years of prosperity, grow a tree. If you want a hundred years of prosperity, develop humanity".*

From the explanation in front and based on the theoretical foundation that human beings when thinking simultaneously (comprehensive) are related to al-Aql (intellect), al-Qolb (heart), an-Nafs (lust, will), and ar-Ruh (spirit), according to Islamic education. Meanwhile, according to the Theory of Cognitive Neuroscience in Learning presented by Suyadi, Cognitive Neuroscience is basically the science of "brain-mind", "body soul", and "body-spiritual". Basically, the point is that humans think with 4 factors, namely Aql (intellect), al-Qolb (heart), an-Nafs (lust, will), and ar-Ruh (spirit). These four factors are interrelated.

Why is man given nafs (lust, will) by God Almighty? Man was created by the Khaliq as the representative of Allah (caliph) on earth so that Allah provides completeness to man so that man is perfect to become a caliph on earth, namely to be able to think, behave, and do things according to his will as desired by his God. Thus, humans can meet their life needs according to the time set by Allah SWT.

Why does Allah SWT blow his soul to the human body? That way, humans can live on earth in accordance with their respective lifelines as written in the book of Mahfud in the Ark of Allah Swt. The Prophet Saw's words, that "indeed I am sent by Allah to perfect human morals". Humans are endowed with the four factors mentioned above so that humans can think based on the brain and qolbu. Thus, humans will benefit their fellow humans in the social life of society, in accordance with the words of the Prophet Saw, that "the best human being is the one who benefits his fellow man".

Actually, the author puts forward the foundation of the theory above in accordance with the title of the scientific paper that the author wants to convey that the reconstruction of human resource management in the era of disruption in the study of Islamic education tends towards building human resources in 2 things, namely science and morals because the teachings of the Qur'an consist of *hablumminanas* and *hablumminallah*, namely the relationship between man and man and Allah swt.

In developed countries in Europe, the United States (US), Japan, and China, character education in this era of globalization is very important and is paid attention to by their governments by increasing the strengthening of human resources, including in Indonesia with the advantage of local wisdom.

President Soekarno once initiated the concept of nation and character building. President Soekarno's idea to build and shape the character of the Indonesian nation with quality and superior for the future for hundreds of years, so that the Indonesian nation is able to compete with nations in the international world in an era of globalization which is full of challenges, threats, and opportunities for the progress of the Indonesian nation and state.

In the world of education, the concept of nation and character building is included in the national education system (Sisdiknas) and the national education curriculum as stated by the author above. The state has an obligation to its citizens so that the human resources owned by the Indonesian state are able to make a great contribution in order to educate the nation's life, promote public welfare, and maintain world order and peace, namely that colonialism on earth must be abolished because it is not in accordance with the fairy of humanity and fairy justice in accordance with the ideals of the nation written in the Preamble to the 1945 Constitution.

## CONCLUSIONS

That the reconstruction of human resource management in the era of disruption in the study of Islamic education includes science and morals in accordance with Islamic education and the national education system, so as to achieve the nation's ideals, namely educating the

nation's life, advancing public welfare, and maintaining world order and peace in accordance with the content of the Preamble to the 1945 Constitution.

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