

Human Resources Management Toward Muhammadiyah Higher Education International Standard (Study at Yogyakarta Muhammadiyah University)

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Abstract

Muhammadiyah Higher Education (PTM) has not transformed much from national to international level, because it does not yet have good Human Resource Management (HRM). Yogyakarta Muhammadiyah University (UMY) is one of the PTM that is moving towards an international level. This dissertation aims to analyze in depth about HRM at UMY which is moving towards an international level.

This dissertation is field research, the type of data is qualitative and described descriptively. This dissertation uses a case study approach at UMY. Researchers as the main instrument collect data using non-participatory observation techniques, in-depth interviews, and documentation. Then, the researcher analyzed the data using the Miles and Huberman model, namely summarizing the data, presenting it, making conclusions and verifying it.

The results of this dissertation show that, first, UMY is a PTM that has achieved superior accreditation at the national level. Second, UMY has a very good HRM, especially in the procurement and development of lecturers. Third, UMY has a very strategic program of activities in the development of HRM (lecturers) at each chess dharma. Fourth, UMY has measurable targets and programs towards an international standard university.

Keywords: management, human resources, international Muhammadiyah university.

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I. Introduction

Muhammadiyah is a religious social organization that has many charities, including social services (feeding), health (healing), and education (schooling). Of the many Muhammadiyah Charities (AUM), education is the fastest growing (Burhani, 2013: 1).

Historically, K.H. Ahmad Dahlan has outlined the struggle in the field of education. According to Kiai Dahlan, only with education will the nation's generation progress (Mu'thi, 9: 2015).

In fact, before Muhammadiyah was officially founded (1912), K.H. Ahmad Dahlan has created a modern school with 8 students (1910). At that time, people still considered the school system to be infidel, because it used tables and chairs.

On December 1, 1911, K.H. Ahmad Dahlan also inaugurated the school he founded, under the name Madrasah IbtidaiyahDiniyah Islamiyah, with 29 students. Then, changed its name to QismulArqo. Then, in 1923 it was changed again to Kweekschool, and Kweekschool Wives for female students (1927). These two schools became the forerunners of Madrasah Muallimin and Muallimat Muhammadiyah Yogyakarta (1930), schools that have become the crater of the moon for Muhammadiyah cadres to this day (Febriansyahet al., 19-20: 2013).

Ideologically, Muhammadiyah consistently develops education that is modern-theocentric, namely education that accommodates a positive Western education system while still basing the Al-Qur'an and Sunnah as guidelines in its implementation. (Sutarto, et al. 2020: 19).

K.H. Ahmad Dahlan was able to present a new educational model in his society, namely combining Dutch education and Islamic boarding schools. As a result, alumni who were printed have knowledge and skills that are more interesting than alumni of Dutch schools, or pure Islamic boarding schools.

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Society views Muhammadiyah as successful in combining Islamic values and modernity. This organization has become rich, and independent, because it has a spirit of discipline, hard work, and equality (Burhani, 2018: 433).

In addition to the goal of reform, philosophically the educational institution of Muhammadiyah was born as a tool to achieve Muhammadiyah goals, namely "to create a true Islamic society" (Muhammadiyah Statutes Chapter III Article 6). Bahtiar refers to this as civil Islam or Islamic civil society (Bahtiar, 2016: 20).

It should be noted that in the first century of its age, Muhammadiyah's progress in the field of education was extraordinary. Muhammadiyah has 9,653 educational institutions, including 20.125 PAUD dan TK ABA, 2,252 SD/MI, 1,111 SMP/MTs, 1,291 SMA/SMK/MA, 67 Islamic Boarding Schools, 71 Special Schools, and 174 Muhammadiyah/Aisyiyah Universities (hereinafter referred to as PTM/A) (Suara Muhammadiyah: 2018, <https://aisyiyah.or.id>, <https://muhammadiyah.or.id>).

Muhammadiyah's achievements in the field of education are an opportunity for Indonesia to become a great nation. At the same time, it becomes a challenge to take good care of it. Muhammadiyah education also faces many obstacles, including problems with teachers, infrastructure, management, funds, and others. Nevertheless, Muhammadiyah education still exists and advances (Barni, 2010: 149).

The existence of Muhammadiyah education on a national scale, because it has unique foundations and characteristics. Changes in the national education system (curriculum) may change, "change ministers change policies" does not have much effect on the pace of Muhammadiyah's educational "ark".

Looking at the data above, as an organization concerned with education, Muhammadiyah's prospects are getting brighter. Of course, on condition that it continues to make bold updates. At least through two things: first, designing a superior education system (curriculum) which is the reference for the national, even international, education system. Second, creating a quality culture, both related to progressive human resources; educators and educational staff, also related to institutional systems and effective leadership (Sugianto: 2016).

The term "Progressive Islam" became a monumental theme at the 46th Muhammadiyah Congress in 2010 in Yogyakarta. The question is, what is meant by Progressive Islam?

Historically, the term "progressive" is very close to the slogan of Muhammadiyah. Since its inception (1912), this association has declared itself as a "progressive" organization. For example, K.H. Ahmad Dahlan often advised that, if you want to be a kiai, you have to be a progressive kiai: "Dadijokjai sing kemadjoean, odjokeselanggonmunjamboetgawekanggo Muhammadiyah". In fact, as an affirmation, the phrase aims at Muhammadiyah is written: "Promoting religious matters to its members". (Burhani, 2016: 38-39).

The term "progress" is also related to the theology of the Qur'an Surah (QS.) al-'Ashr (103). K.H. Ahmad Dahlan taught his students about Surah Al-'Ashr for eight months, longer than QS. al-Ma'un (107).

Allah Subhanahu wa Ta'ala, in Surat Al-'Ashr (103:1-3), reminds people about the importance of time, even those who neglect to use it are among the losers. Except for four groups: those who believe, do good deeds, advise each other to truth, and advise each other to patience.

Progress is a short call to practice QS. Ashr in life. Progressive means futuristic. All human activities must be future-oriented and better, not doing charity of the same quality, let alone lower. So, all you get is a loss.

Mu'ti in his introduction to "Progressive Islam, by Kyai Syuja, 2009" explained that progressive Islam consists of five elements: pure monotheism, understanding the Qur'an and Sunnah in depth, institutionalizing good deeds that are functional and solutive, oriented to the present. and the future, be tolerant, moderate and cooperative. (Burhani, 2016: 43).

In line with Mu'ti's explanation, Buya Yunahar also gave five foundations of Progressive Islam: pure monotheism, comprehensive understanding of the Qur'an and Sunnah, tajdid, moderate, and fond of charity (Ilyas: 2016).

Entering the Second Century of its age, Muhammadiyah in its 47th Congress in Makassar (2015) carried the theme "Enlightenment Movement towards Progressive Indonesia". Then, the 48th Muktamar in Surakarta (2022), with the theme "Advancing Indonesia Enlightens the Universe".

Of course, all parties hope that the themes of the congress are not just jargon or theological-paradigmatic slogans, but manifest in various dimensions of economic, political and cultural life; especially in the field of education (Baidhawiy, 2017:41).

Muhammadiyah education also needs movement reorientation, it is not enough just to expand the field of da'wah physically; built schools in various regions. But it must appear active in solving complex national problems, both nationally and internationally. Especially in the matter of increasing skilled Indonesian human resources (HR) in the 21st century.

In terms of human relations, Muhammadiyah no longer talks about tolerance as an attitude of knowing and understanding each other, but more than that as an obligation to help each other and guarantee the life of fellow human beings. In particular, the guarantee of progressive education for all people without national and national borders.

In line with that, Muhammadiyah continues to develop Islamic Cosmopolitanism which can bridge the dialogue between Islam and the West, as well as the dialogue of civilizations. Remembering, only with global ethics and global wisdom can lead the world community towards a brighter civilization (PP Muhammadiyah, 2010: 13).

It is time for Muhammadiyah's da'wah to resound on the international scene, as stated by a young Muhammadiyah scholar, Ahmad Najib Burhani, that although Muhammadiyah was born earlier (1912) than other Islamic organizations, such as the Tablighi Jamaat, Pakistan (1926), IkhwanulMuslimin, Egypt (1928), Hizbut Tahrir, Palestine (1953), and Ghulen Movement, Turkey (1982), but Muhammadiyah did not develop much abroad (Burhani, 2015: 45).

In the second century of its age, Muhammadiyah is determined to spread its wings of preaching rahmatanlil'alamin (QS. al-Anbiyaa' 21: 107) throughout the world, including by intensifying the internationalization of Muhammadiyah Higher Education (PTM). However, according to Pawero in his research (2017: 1-19) states that the challenge of internationalizing PTM is a matter of human resources, for example there are still many lecturers and educational staff who do not master foreign languages.

In the context of PTM development abroad, PP Muhammadiyah has built Universiti Muhammadiyah Malaysia (UMAM) with 15 Study Programs. The Malaysian government through the Higher Education Department at the Malaysian Ministry of Higher Education has issued an official permit for the establishment of UMAM on August 5, 2021. This permit was obtained as a result of struggles since 2017 (<https://www.republika.id>, 13 Aug 2021).

An interesting fact related to PTM in the country, even though currently Muhammadiyah has more than 174 PTM, very few PTM have transformed from a national scale to an international level. For example, the latest data, in October 2021 only three PTMs managed to occupy the top ten Best Islamic Universities in the World according to the University Ranking/UniRank (Sydney, Australia), of which Muhammadiyah University Surakarta (UMS) was ranked third, University Muhammadiyah Malang (UMM) in ranked sixth, and University of Muhammadiyah Yogyakarta (UMY) ranked eighth (Suara Muhammadiyah, October 27 2021).

This achievement certainly must be grateful and evaluated. Muhammadiyah leaders, especially PTM leaders throughout Indonesia, continue to improve Human Resource Management (HRM), so that PTM is ready to appear on the international stage.

The latest phenomenon (2022) is related to the Yogyakarta Muhammadiyah University (UMY) which is flooded with foreign students from 59 countries. A total of 1,141 students registered as prospective new students at UMY. The number of applicants increases every year, for example in 2019 there were 190 prospective students, and in 2021 there were 601 from 49 countries. Head of the Office of International Affairs (KUI), YordanGunawan, detailed the countries of origin of foreign students who registered at UMY, from Afghanistan 245 people, Angola 129 people, Yemen 90 people, Pakistan and Nigeria around 60 people. In addition, there were those from the United States, Turkey, Tunisia, Thailand, Malaysia, Brunei Darussalam, Russia and Poland. This phenomenon is one of UMY's extraordinary achievements in international reputation (<https://www.umy.ac.id>, June 15, 2022).

On Thursday 16 June 2022, the 'Young Worldwide' Campus held a 'UMY & Ambassadors Gathering' at the Muhammadiyah Central Leadership Building, Menteng, Central Jakarta. In the event, UMY invited a number of ambassadors and representatives from 13 countries, including Syria, Pakistan, Ecuador, South Africa, Turkey, Taiwan, Palestine, Morocco, Yemen, Iraq, Thailand, Bangladesh and France. The purpose of the event, firstly, is to provide the best information to the representatives of the participating countries' embassies regarding UMY. Second, as a form of communication between campuses and embassies regarding foreign students asking about the condition of the campus they are going to. Third, ensure that foreign students who will enter UMY are free from criminal problems (<https://muhammadiyah.or.id> & <https://www.kompas.com>, 18/06/2022).

UMY has met several criteria for international standard campuses that are worthy of being used as PTM references throughout Indonesia. Among them, UMY has proud quality and research productivity. In 2021, UMY will have more than 40% scientific publications in reputable journals in the last 5 years (<https://www.umy.ac.id>).

In addition, in 2019, UMY received a five-star award from an international accreditation agency; QuacquarelliSymond/ QS (London) External Audit, regarding the provision of facilities and a comfortable learning environment for students (<https://www.umy.ac.id>).

From the PTM phenomenon above, I am very interested in conducting in-depth research on human resource management towards an international Muhammadiyah higher education institution, studying at the Muhammadiyah University of Yogyakarta.

II. Research Objectives

This study aims to analyze in depth regarding Human Resource Management towards international-level Muhammadiyah Higher Education, study at the Muhammadiyah University of Yogyakarta.

III. Theoretical Review

Historically, "management" has been known for a long time, for example ancient civilizations in the western part of Mesopotamia, Ancient Egyptian writings around 1200 BC, Ancient Greek history, and the Roman Empire provide much evidence of knowledge and management in matters of politics, courts, government, army, and so on (Wijaya & Rifa'i, 2016: 12).

Meanwhile, Frederick Winslow Taylor (1856-1915), is known as the father of scientific management with his management theory in increasing productivity. Taylor was a renowned American engineer and industrialist. Taylor concluded that the indifference of managers and workers was a major problem in productivity. In addition, they do not know the principles of "decent work for every day worked" and "decent wages for every day worked". Therefore, productivity is the solution to get higher wages and bigger profits. Later, Taylor wrote a scientific work "The Principles of Scientific Management" (1911) which discussed the fundamental principles of management (Wijaya & Rifa'i, 2016: 12-13).

Besides Taylor, the name Henry Fayol (1841-1925), is also known as a management and administration theorist. Fayol was born in Istanbul Turkey, but later settled in Paris France. Fayol made major contributions to the concepts of management and modern administration. Fayol wrote a book entitled "Administration Industrielle et Generale". He developed managerial activities: technical (production), commercial (buying, selling and exchanging), financial (finding capital and making optimal use of it), certainty (protection of assets), accounting, and managerial (planning, organizing, leading, coordinating and supervising) (Wijaya & Rifa'i, 2016: 13-14).

Etymologically, the word "management" comes from the English language to manage which means to organize, manage and manage. Also, comes from the Latin manus which means hand, and agree means to do. So, manager has the meaning of managing or managing something (Kritiawan, Safitri, and Lestari, 2017: 1).

Management in terminology, many figures argue, for example, Terry (1973) explains "management is performance of conceiving and achieving desired results by means of group efforts consisting of utilizing human talent and resources". Management is directing human resources and other resources, such as materials, money, methods and markets to achieve organizational goals. Hersey and Blanchard (1988) stated "management is a process of working with and through individuals and groups and other resources to accomplish organizational goals". Management is a process of cooperation between individuals and groups as well as other resources to achieve organizational goals. In other words, managerial activities are only found in the context of an organization, be it business organizations, government, schools, industry and others. (Wijaya & Rifa'i, 2016: 13-14).

From several opinions, it can be simply concluded that management is the process of managing resources, such as humans and others to achieve the desired organizational goals. For example, the leadership arranges for lecturers to improve their competence to achieve certain goals.

While the word "human resources" is a combination of the words "source" means origin, "power" means the ability to do something or act. In simple terms, resources mean "ability or origin of ability". In terms of terminology, human resources are the people who are ready willing, and able to contribute to organizational goals. HR are people who are willing and able to contribute to organizational goals (Arwildayanto, 2012: 9).

HR is a complete human ability, both mentally and physically, its quality is determined by heredity and the environment that motivates it. HR is an asset in the existence of an organization (Bukit, Malusa, Rahmat, 2017: 2).

Organizations have several resources as input, which are then converted into output in the form of products or services. Resources can be in the form of capital/money, technology to support production, methods or strategies to operate, people and so on. Humans or human resources (HR) is the most important resource. In managing superior human resources, good managerial and policy tools are needed, this is what is called human resource management/HRM (human resource management) (Priyono and Marnis, 2008: 3).

Armstrong (2006: 6), defines "Human resource management is defined as a strategic and coherent approach to the management of an organization's most valued assets - the people working there who individually and collectively contribute to the achievement of its objectives."

HRM is a strategic and coherent approach to managing an organization's most valuable asset – the people who work there who individually and collectively contribute to achieving its goals (Armstrong, 2006: 6).

According to DeCenzo, and Robbins (2010), HRM is a system for managing all human elements, from procurement, development, and maintenance. Therefore, according to Lange (2010) managing humans is closely related to the quality of the work environment (Nasir, Adam, Rahmawati, Arfin, Mujiati, Rahmiatin, 2020: 26).

Callahan (2013) argues that HRM is the process of managing human elements so that they are aligned with organizational goals, through identification, recruitment, selection, training, assessment, and development (Nasir, et. al., 2020: 26).

HRM is a branch of management science that focuses on regulating the role of humans in organizational activities (Badriyah, 2015: 36). Hasibuan (2009: 10) also explains that HRM is the science and art of managing relationships and the role of the workforce so that it is effective and efficient so as to achieve the desired company goals.

Then, what are the objectives and functions of HRM? According to Oslen (2006) in (Nasir, et al., 2020: 20-30), giving an answer that the objectives of HRM have the following objectives:

First, organizational goals, namely recognizing the existence of HRM in contributing to achieving organizational effectiveness.

Second, the functional goal, which is to maintain contribution at a level that is in line with the needs of the organization.

Third, social goals, namely socially able to respond to the various needs and challenges of society.

Fourth, personal goals, which assist employees in achieving goals that can increase individual contributions to the organization.

Meanwhile, according to Schuler et al (1997), HRM has three main objectives, namely: improving productivity levels, improving the quality of work life, ensuring that the organization meets legal aspects (Priono&Marnis, 2008: 8).

Nasir, et al., (2020: 31-42), further defines HRM functions, as follows:

First, HR planning is the process of determining workforce requirements to suit organizational goals. If the planning is done properly, then the HR procurement will run effectively and efficiently.

Second, organizing (organizing) HR is the placement of HR into the parts that have been determined by the organization. Also called staffing. If organizing is done well, development is easy to do.

Third, HR directing is the activity of directing employees to work together effectively and efficiently, so that the goals of the institution are realized. This function is also called motivating, which is the activity of influencing, directing, and communicating well.

Fourth, HR coordinating is the activity of connecting, aligning, and integrating all work so that they are synergized with each other, there are no work conflicts, and there is no vacancy in activities. Coordination can ensure the movement of organizational actors towards a common goal.

Fifth, controlling/supervising (controlling) human resources is the activity of assessing whether or not the plan has been set, as well as correcting, determining, and adjusting it to the standards of the goals to be achieved. So, operationally, supervising means controlling HRM with institutional methods, procedures and strategies.

With regard to HRM, Christensen (2000: 243) in *The Innovator's Dilemma* also conveys: "When managers assign employees to tackle a critical innovation, the instinctively work to match the requirements of the job with the capabilities of the individualist whom the charge to do it. In evaluating whether an employee is capable of successfully executing a job, managers will assess whether he or she has the required knowledge, judgment, skill, perspective, and energy. Managers will also assess the employee's values the criteria by which he or she tends to decide what should and shouldn't be done. Indeed, the hallmark of a great manager is the ability to identify the right person for the right job, and to train his or her employees so that they have the capabilities to succeed in the jobs they are given."

Employees as HR must improve individual abilities, so they are ready to handle various innovations. On an ongoing basis, the leadership will evaluate the development of employee competencies, both in the aspects of knowledge, attitudes, skills and insights needed. Leaders also identify the right people for the right jobs, and train their employees to have the best abilities and be successful in carrying out their jobs.

In relation to the HRM function, the concept of the "Deming cycle" or "Shewhart cycle" is known, namely the PDCA acronym "Plan, Do, Check, Act". PDCA is a method and cycle of process improvement or continuous HR development without stopping, like a circle that never ends (Rochman, 2020: 133).

Internationalization of Muhammadiyah Higher Education (PTM)

Discussing internationalization in the context of Muhammadiyah, this modernist Islamic organization continues to improve the quality and reach of its da'wah from a national to an international scale. Among them, through the Muhammadiyah Higher Education.

Of course, internationalization that adheres to the principles outlined by the Organization, as the Guidelines for Muhammadiyah Higher Education (Sadiyono&Mulyono, 2016: 21-22), Number 02/PED/I.0/B/2012, Chapter 1 Basic Provisions, Article 1 explained that:

First, ideologically-philosophically and practically, PTM is Muhammadiyah's charitable endeavor which is based on Islamic and Muhammadiyah values, so PTM is one of the vehicles to achieve Muhammadiyah da'wah objectives.

Second, PTM starting from Diploma, Polytechnic, Academy, College, Institute, and University, which always strives to form Indonesian Human Resources (HR) who are broad-minded, have integrity, and are able to take part in various professions, as well as produce national leaders who are ready to build civilization.

Third, PTM is ideologically, structurally, functionally, and culturally tied to the mission of Muhammadiyah Organization.

Fourth, PTM must function as a center of progress and excellence in the fields of education, research, and community service, as well as a driving force for da'wah and change, with the ultimate goal of forming true Muslims.

Fifth, PTM must synergize with the community in the benefit, struggle, and investment of quality Human Resources (HR), and contribute greatly to society.

Sixth, PTM is held on the basis of Muhammadiyah Organization and government regulations.

The internationalization of PTM (cooperation) is explained in detail in the Muhammadiyah Higher Education Collaboration Guidelines (Arsyad, Hamid, Gunawan, Soeparto, Zakaria, Hawanti, Puspita, Airlangga, 2019).

In the background it is explained that the internationalization of higher education, including PTM must be carried out to increase student readiness, curriculum, international profile of institutions, and spur research and scientific publications. In addition to the Tridhargama of Higher Education (education and teaching, research, and community service), PTM has the fourth dharma (Caturdharma) which is the specialty of PTM, namely Al-Islam and Kemuhammadiyah (Arsyad et al., 2019: 1).

Since several years, PTM has carried out international cooperation which until now continues to increase along with the increasing desire for mutual need between universities, both academic and non-academic. On this occasion, PTM must make good use of international opportunities, in order to increase PTM's advantages and strengths (Arsyad et al., 2019: 2).

Article 2 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 14 of 2014, explains: university cooperation aims to increase effectiveness, efficiency, productivity, creativity, innovation, quality, and relevance of implementing the Tridharma of Higher Education to increase the nation's competitiveness.

Cooperation in PTM has the following specific objectives: 1) Improving the performance and quality of PTM, along with the Faculties/Study Programs/Institutions/Units under the auspices of PTM. 2) Establish relationships with external parties, nationally and internationally, based on the principles of equality, mutual respect and mutual benefit (Arsyad et al., 2019: 3).

IV. Research Methods

Research Methods and Procedures

This research is a field research. The researcher uses a qualitative-descriptive method (type of data-description) with a case study approach.

Case study is research that aims to explore and intensively analyze social units which include individuals, groups, institutions, and society. Jhon W. Best (1977) argues that case studies are research related to everything that is meaningful in the history or development of cases, the aim is to understand the life cycle of a unit which includes individuals, families, groups, and social institutions of society (Hardaliet al. , 2020: 62).

The case study in this research will analyze in depth UMY's efforts to improve Human Resource Management (HRM) to become an international standard campus.

In quantitative research, the sample is selected from a population, so the findings can be generalized because the sample is truly representative of the population. In contrast to qualitative research, sampling functions as follows: first, to collect as much information as possible from various sources. Second, to dig up information that will form the basis of designs and theories that will emerge (Salim and Syahrul, 2012: 141).

The data in this study are in the form of observations (field notes), interviews, and documentation regarding HRM towards international standard UMY.

While the data source of this research was obtained from two sources. First, primary sources (core informants), namely information obtained directly at the research location, for example through interviews with UMY Yogyakarta leaders and lecturers. Second, secondary sources (data reinforcement informants), namely information obtained indirectly or from a second source, for example confessions from parties outside the campus, or other supporting documentation.

So, collecting data in this study, researchers used observation, interviews, documentation, and triangulation techniques.

Meanwhile, in data analysis, the researcher uses the Miles and Huberman model, namely data analysis that is carried out intensively and continuously until it is complete so that the data is saturated. Activities in this data analysis, include data reduction or data reduction, data presentation (data display) with narrative text, as well as drawing conclusions and verification (conclusion drawing/verificaton) (Sugiono, 2012: 246).

The procedure of this research through three stages, as follows: Preparatory stage. At this stage, the researcher submits a title, draft proposal, proposal seminar, and a permit application to UMY as a research locus.

Research stage. This stage includes all activities that take place at the research site, namely data collection by observation, interview, and documentation techniques.

Completion stage. At this stage, the researcher analyzes the collected data and compiles research results that are in accordance with the expected goals.

Research Place and Time

This research was conducted at Muhammadiyah University of Yogyakarta (UMY), Jl. Brawijaya, Geblagan, Tamantirto, Kec. Kasihan, Bantul Regency, Special Region of Yogyakarta 55183. The time for this research was from August 2022 to February 2023.

V. Research Results and Discussion

Analysis of the Yogyakarta Muhammadiyah University Profile

Muhammadiyah Jakarta University (UMY) is one of the Muhammadiyah Charities (AUM) which was originally located on Jalan HOS Cokroaminoto No. 17, then occupies an integrated campus on Jalan BrawijayaTirtonirmolo, Kasihan District, Bantul Regency, Special Region of Yogyakarta, with an area of 30 ha.

Historically, UMY was founded in March 1981, based on the Decree of the Yogyakarta Muhammadiyah Regional Leadership (PWM): No.A-1/01.E/PW//1981. Then, UMY coaching moved from PWM to PP, based on Decree PP Muh Number. E/1/1996/1982.

Currently, UMY has 8 Faculties and 41 Study Programs, namely 3 Vocational/D-3 programs, 23 Undergraduate programs (S1) of which 7 are International programs, 7 Masters programs (S2), 3 Doctoral programs (S3), and 5 Professional Program. 70.7% accredited Excellent and A Study Programs.

In short, in 2021, UMY has won Excellent Higher Education Accreditation (APT), based on BAN-PT Decree No. 793/SK/BAN-PT/AK-ISK/PT/VIII/2021, with a total score of 369. Meanwhile, UMY itself has 50 quality standards in guaranteeing the quality of education based on the National Higher Education Standards (SN-Dikti).

Universitas Muhammadiyah Yogyakarta (UMY) has the slogan Excellent and Islamic and the tagline Young Worldwide, has been accredited three times by BAN-PT in 2013, 2018 and 2021. In 2013 and 2018 UMY was accredited A and in 2021 UMY was accredited Superior.

In the international ranking Based on QS External Audit (QuacquarelliSymond), an international accreditation institution in London, UMY won five (5) international accreditation in the fields of teaching, facilities, employability, and inclusiveness, and social responsibility (social responsibilities).

According to data from QS World University Rankings: Asia 2022, the Global Youth campus is in the 451st position of the best university in Asia, with a score of 68 percent.

Meanwhile, according to the THE Impact Rankings 2021 conducted by Times Higher Education (THE), an institution located in the United Kingdom (UK), UMY is ranked 15th on the national scale and ranked 801-1000 on the world scale.

UMY has an integrated campus of 30 hectares, with various complete and comfortable facilities for studying, currently has 24,614 students from 34 provinces in Indonesia and foreign students from 30 countries. UMY has networking with 241 foreign institutions and universities.

UMY has the latest Statute Number: 0148/KTN/1.3/D/2020, which has been ratified by the Council for Higher Education Research and Development (DIKTILITBANG) Muhammadiyah Central Executive, compiled as a guideline and direction for continuous development.

Statutes are the basic guidelines for implementing Caturdharma, starting from planning, implementing, evaluating, and developing programs, as well as references in developing general regulations, academics, and operational procedures that apply at UMY.

More specifically, in the context of developing Human Resources (HR), the Statutes were drafted so that UMY's academic community has a high commitment to developing science and technology, and creating a strong, just and prosperous nation.

Based on the Statutes, UMY has the following Vision, Mission and Objectives (Chapter II), Article 2 Vision and Mission.

UMY's vision is "to become a university that excels in the development of science and technology based on Islamic values for the benefit of the people."

UMY's missions are: 1) Providing quality and international standard education by utilizing information and communication technology. 2) Carrying out research based on local uniqueness and solving national problems and developing science and technology. 3) Apply science and technology in the development of

society as a whole and sustainably. 4) Acting as a center for the development of Islamic values and the Muhammadiyah movement.

Whereas in Article 3, UMY has general and specific goals, 1) The general goal is to produce international standard graduates and innovations that provide benefits to community development based on Islamic values. 2) UMY's specific goals are: a) To produce graduates who are competent, have Islamic character, and are globally competitive. b) Generate innovation to solve the problems of the nation and mankind, develop science and technology while realizing the excellence and reputation of the university. c) Make a real contribution in realizing an intelligent, dynamic and progressive society. d) To produce resources capable of integrating AIK values in the development of science and technology.

Analysis of Human Resources Management (HRM) at UMY

According to the Head of the UMY Human Resources Development and Career Institute (LPKSDM), Dr. AdhiantyNurjanah, explained that lecturers are the most important factor to achieve university performance, because of that UMY is always concerned with developing the capabilities of Human Resources (HR), especially lecturers.

The question is, how is Human Resource Management (Lecturers) at UMY? How does LPKSDM carry out the lecturer capability development strategy?

Until now, according to LPKSDM data (2022), UMY has 1167 active employees, namely 582 Permanent Lecturers, 3 Prospective Lecturers, 36 DPK Lecturers, 241 Temporary Staff, 34 Contract Education Personnel, 21 Lecturer Contracts, 239 Permanent Education Personnel, and 11 Prospective Education Personnel.

According to the results of interviews with LPKSDM, currently (2022) UMY has 642 lecturers, while lecturers with doctoral degrees total 267 (41%), 210 lecturers who have not yet studied, and 165 lecturers currently studying, spread across 69 foreign universities, and 96 universities in the country.

As a university that is moving towards an international level, UMY continues to improve Human Resource Management/HRM (lecturers), starting from planning (procurement), organizing (development), maintaining lecturers, to termination of employment.

UMY conducts lecturer development, with various programs, including: Postgraduate Advanced Studies (domestic/abroad), competency training, career development for academic positions, and lecturer professional certification.

Analysis of Human Resource Management (HRM) at Caturdharma UMY

Human Resources (Lecturers) are the prime mover in realizing the Vision, Mission, Goals, and implementing the Caturdharma of higher education, so UMY through special institutions, such as the Career and HR Development Institute (LPKSDM), Educational Development Institute (LPP), Research Institute and Innovation (LRI), the Community Service Institute (LPM), and the Institute for Islamic Studies and Practice (LPPI) continue to develop lecturers in a sustainable manner.

More specifically, UMY develops the capabilities of Human Resources (lecturers) in each dharma of its tertiary institution. This is done to improve its achievements at the national and international levels.

In the field of education, UMY carries out activities: socialization of learning, conducting webinars and learning workshops, and higher education curriculum (KPT) training.

In the field of research, UMY carries out activities: Science Camp, translation and proofreading briefings for Academic Writing Staff (AWS), and Research Proposal Clinical Workshops.

In the field of community service, UMY carries out community service by lecturers in several schemes, including: the Community Partnership Program (PKM), Community Learning and Empowerment Real Work Lecture Program (KKN-PPM), Partner Village Development Program (PPDM), and Muhammadiyah Organization-Based Community Service Program (PPM Muh).

In the field of Al-Islam and Kemuhammadiyah (AIK), UMY carries out: three (3) types/processes of lecturer development activities, namely internalization, implementation, and integration of AIK.

Analysis of UMY Towards International Level

According to the Head of BPP, SlametRiyadi, S.T., M.Sc., Ph.D, currently UMY is moving towards an international standard campus, therefore UMY consistently prepares international quality human resources (lecturers), as well as integrated strategies/programs/ activities to accelerate international achievements.

UMY has a strategy in its efforts to become an international standard campus, including: designing an international development roadmap, evaluating advantages and main portraits, developing strategic goals and main strategies, improving academic quality, increasing various resources, student and alumni affairs, AIK, organizations (utilization of IT, international cooperation, management and quality assurance), monitoring and evaluation, international study programs, implementation coordination, and increasing international

competitiveness, including: student mobility, staff mobility, academic programs, research and development, governance and management, social integration and community engagement.

UMY has established its international development map (road map for strategic development) in the 2015-2040 period (Strategic Plan). The roadmap consists of five (5) stages of development, as follows:

In the first stage, in the 2015-2020 period, UMY as a campus at the national level is already stable by obtaining Higher Education Institution Accreditation (AIPT) A, and is concerned with the internationalization of the university to achieve "a Reputable International University". At this stage, UMY improves the learning process in order to produce internationally competitive graduates, and also lays a strong foundation to build UMY as a research university.

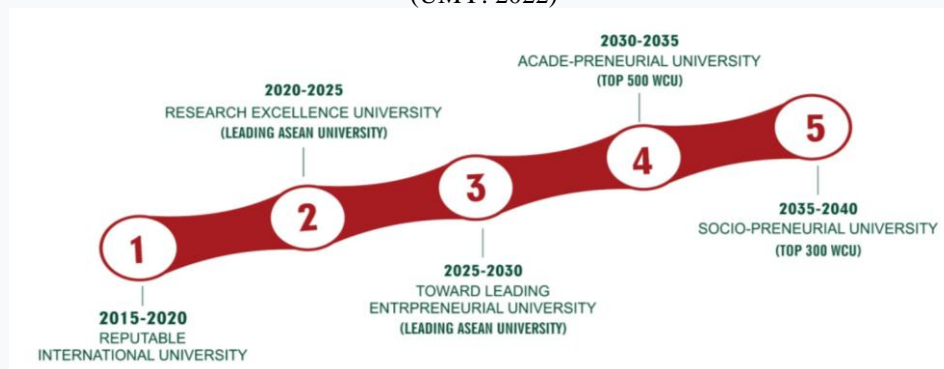
In the second stage, in the 2020-2025 period, UMY will strengthen all academicians to realize a research excellence university that has international quality through local potential and uniqueness, so UMY will become a leading campus in the ASEAN arena (Leading ASEAN University).

The third stage, in the period 2025-2030, UMY as a research-based university is designed to be able to create innovations and scientific products so as to add economic value. At this level, UMY is a leading entrepreneurial university campus, and UMY is targeting a position as the 100 best universities in ASEAN that are under 50 years old (Top 100 Under 50 ASEAN University).

The fourth stage, in the period 2030-2035, UMY optimizes all the potential of the academic community in learning and commercially driver research. At this stage, UMY is expected to become an academic-preneurial university that can create spin-off companies through collaboration between universities, the government and the industrial world to ensure the sustainability of the university. In this period, UMY is expected to become the world's 500 best universities (Top 500 World Class University).

The fifth stage, in the period 2035-2040, apart from increasing internal interests, UMY is also expected to be able to contribute to solving problems and improving the welfare of the people, both nationally and internationally, through the results of the development of science and technology. At this stage, UMY has become a socio-preneurial university, and is in the top 300 best universities in the world (Top 300 World Class University).

Figure 1
UMY Development Road Map 2015-2040
(UMY: 2022)



Currently, UMY is in the second stage, namely research excellence university. As an effort to achieve this target, UMY makes the following annual steps or themes:

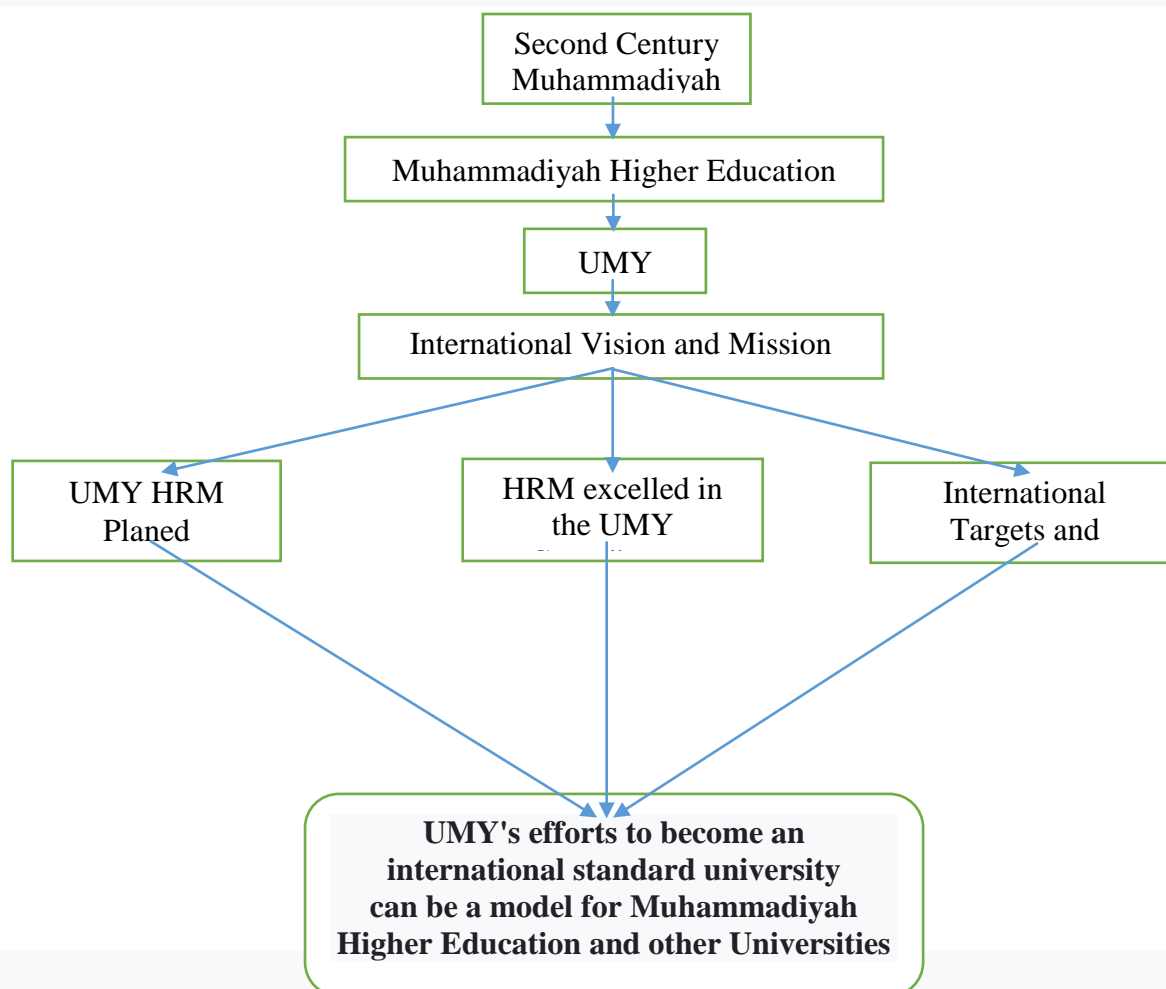
Table 1
The theme of the University's Annual Research Excellence
(UMY: 2021-2025)

Year	Theme
2021	Strengthening research and institutional resources. The university made structural and institutional policy changes.
2022	Strengthening mastery of superior university technology. Universities and supporting institutions compose superior research clusters.
2023	Initiation of research-based technology products. The university seeks to produce appropriate technology products obtained from research results.
2024	Development of superior technology products. The university develops technology products that have been produced in the previous

	year.
2025	Commercial product innovation development. Innovative products that have been produced are made into commercial products, by cooperating with producers, or by starting a company to produce their own products.

So, the novelty of this research is "UMY's efforts to become an international standard campus through planned Human Resource Management (MSDI), as well as measurable international targets and programs can be a model for Muhammadiyah Higher Education and other Universities."

Figure.2
Novelty Research



VI. Conclusion

Based on the results of the research and discussion, several conclusions can be drawn, as follows: UMY Profile is a Muhammadiyah College (PTM) which was founded on March 1, 1981. The campus with the motto "Young Worldwide" received Superior Accreditation based on BAN-PT Decree No. 793/SK/BAN-PT/AK-ISK/PT/VIII/2021. According to Quacquarelli Symonds (QS) World University Rankings: Asia 2022, the "Excellent and Islamic" campus is ranked 451st at the Asian level with a score of 68 percent. Meanwhile, according to the Times Higher Education (THE) Impact Rankings 2021, UMY is in 15th position on the national scale and ranks 801-1000 on the world scale.

UMY continues to improve Human Resource Management/HRM (lecturers), starting from planning (procurement), organizing (development), maintaining lecturers, and termination of employment. UMY conducts lecturer development, with various programs, including: Postgraduate Advanced Studies (domestic/abroad), competency training, career development for academic positions, and lecturer professional certification. More specifically, UMY develops the capabilities of Human Resources (lecturers) in each dharma

of its tertiary institutions. UMY has a strategy in its efforts to become an international standard campus, including: designing an international development roadmap, evaluating main advantages and portraits, formulating strategic goals and main strategies, and others to increase international competitiveness.

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