

Research Article

Implementation of the Leader's Strategy in Human Resources Career Development at Muhammadiyah University Malang

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Abstract:

This study was motivated by an institution implementing human resource management as a starting point for strategic planning for human resource career development, particularly for teachers at Islamic private universities. This implementation is expected to produce high quality output. This study will examine the implementation of strategies used by Muhammadiyah Malang University leaders when developing a human resource career. This study aims to determine the implementation of leadership strategies in human resource career development. This study uses a qualitative approach, which is a type of case study. Study data were collected through detailed interview, observation and documentation methods. Meanwhile, the analysis proceeded in three stages: data reduction, data presentation, and conclusion. On the other hand, validation of the data used in this study is validity, tolerability, reliability, and proof of competence. The results showed that Muhammadiyah Malang University (UMM) has implemented a career development strategy for teachers. Strategies implemented include HR strategies, professional development strategies, and career development strategies. All strategies were implemented after instructor recruitment. UMM has its own standards that instructors who will be part of UMM must meet. Meanwhile, human resource career development for instructors at UMM has been pursued in a number of ways, including seminars, workshops, staff training, applied approaches, short courses, guest lectures and character building and other auxiliary programs.

Keywords: Implementation of leadership strategy, career development, human resources.

A. Research Context

Human resources are the greatest power in managing all the resources on earth. The mandate held by a human resource manager in addition to increasing the productivity of his employees to achieve company or institutional profits is to deliver his employees or workers through the work they carry out to the degree of *insan kamil* who is blessed by Allah SWT.¹ Humans as purpose created by Allah SWT. is as a manager on earth to protect the earth and the resources in it for the welfare of humans themselves, creatures, and the entire universe for the good and interests of humans themselves. This is as stated by Allah in the Qur'an surah al-Jatsiyah verse 13 which reads:

وَسَخَّرَ لَكُم مَّا فِي السَّمَاوَاتِ وَمَا فِي الْأَرْضِ جَمِيعًا مِّنْهُ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّقَوْمٍ يَتَفَكَّرُونَ

*Meaning: "And He has subjected to you all that is in the heavens and what is on earth, (as a mercy) from Him. Verily in that there is a sign (of Allah's power) for a people who think."*²

Career development of human resources, especially lecturers at private universities is expected to be able to produce high-quality human beings. High-quality human resources are human resources capable of creating not only comparative value, but also competitive, generative, innovative values using the highest energies such as intelligence, creativity, and imagination.³

Richard I Miller (Richard I Miller, Higinio AALB, Ambin Symbuddine, Lylic Hendradzhi, Sodnana Safia, 1992, and higher education quality of higher education quality, such as National Regulation 38), indeed that the instructor is an important component. The main engine is a factor. Ultimately the success of education and professor systems that affect the performance of higher education. Because the lecture is one of the quality guarantors in the curriculum, it is a professional education man, which has the ability to implement qualitative criteria for efficiency, and it is expected that the quality of tissue

¹ Jusmaliani, *Pengelolaan Sumber Daya Insani*, Jakarta : Bumi Aksara, 2011. hlm. VI.

² Departemen Agama RI. *Mushaf al-Quran dan Terjemah*. (Jakarta: Pustaka al-Kautsar), QS. al-Jatsiyah, 45:13.

³ Taliziduhu Ndra, *Pengantar Teori Pengembangan Manajemen Sumber Daya Manusia*. (Jakarta: Rineka Cipta, 1999), hlm. 12.

activity of higher education is expected to increase. It affects the quality of education or graduates at University.⁴

For this reason, by looking at the phenomena that occur, the researchers are interested in researching the efforts of private Islamic universities in improving the quality of their human resources. The university chosen by the researcher is the University of Muhammadiyah Malang. This university was chosen because it has a special institution that is responsible for developing human resources, namely the BPSDM (Human Resource Development Agency). The BPSDM at UMM is allegedly playing an active role in carrying out its responsibilities and has good performance so that it can bring UMM into a university under the auspices of an Islamic institution that can compete with favorite universities in Indonesia. Even at the beginning of 2021, UMM was able to rank first as the World's Best Islamic University. This is as reported by Bisnis.com news. Universitas Muhammadiyah Malang (UMM) ranks first in The 2021 *uniRank*: University Ranking of the Top Islamic Universities in the World, followed by Universitas Muhammadiyah Yogyakarta (UMY) at number four and University Muhammadiyah Surakarta (UMS) at number eight.⁵

In addition, evidence of the successful development of human resources at UMM can be seen from the acquisition of intellectual property rights (HaKI) for 100 professors. This achievement is even included in the MURI record where the previous record only reached 35.⁶ Another effort made by the University of Muhammadiyah Malang in improving the quality of human resources is to recruit educators or lecturers from abroad. This effort is not only to improve the quality of learning but also to attract students from the lecturer's country of origin to study at the University of Muhammadiyah Malang.⁷

Based on the facts above, the existence of BPSDM at the University of Muhammadiyah Malang is interesting to study. Therefore, in this study, the researchers took the title, "Implementation of Leadership Strategies in Human Resource Career Development at the University of Muhammadiyah Malang".

B. Literature Review

1. The essence of strategy implementation

According to Murniati, quoted by Ulfah Irani Z, strategic implementation is a process consisting of several stages including environmental observation, strategy formulation, strategic implementation/implementation, then evaluating and controlling the implementation process.⁸ Furthermore, Murniati and Usman explained strategic implementation as the action stage of strategic management as an effort to realize the program that has been set at the strategy formulation stage.⁹

Strategic implementation is fundamentally different from the strategic formulation. The two can be distinguished in the following way:

- 1) Strategy formulation positions strengths before action.
- 2) Implementation of strategies managing forces during an action.
- 3) Strategy formulation focuses on effectiveness.
- 4) Implementation of the strategy focuses on efficiency.
- 5) Strategy formulation is primarily an intellectual process.
- 6) Strategy implementation is an operational process.
- 7) Strategy formulation requires good intuitive and analytical skills.
- 8) Implementing the strategy requires specific motivational and leadership skills.
- 9) Strategy formulation requires coordination between several individuals.
- 10) Strategy implementation requires coordination among many individuals.¹⁰

In strategic implementation activities, there are several components that top management must pay attention to. Some of these elements are programs, budgets, and operational procedures. Programs are simply interpreted as steps that must be carried out by all functional elements of the organization according to predetermined plans. Procedures are steps that have been arranged

⁴ Dyah Kusumastuti, *Manajemen Sistem Pengembangan Sumber Daya Dosen Sebagai Penjamin Mutu di Perguruan Tinggi, Studi : Pengaruh Kompetensi Individu terhadap Kinerja Dosen yang Berorientasi pada Mutu dengan Moderator Iklim Organisasi dan Dukungan Sumber Daya di Institut Teknologi Bandung (ITB)*, Disertasi, (Bandung:UPI, 2001), hlm. 17.

⁵ Mutiara Nabila, dalam [kabar24.bisnis.com](https://kabar24.bisnis.com/read/20210218/79/1357833/hebat-umm-ranking-1-universitas-islam-dunia), "Hebat! UMM Ranking 1 Universitas Islam Dunia", diakses melalui: <https://kabar24.bisnis.com/read/20210218/79/1357833/hebat-umm-ranking-1-universitas-islam-dunia> pada 01 Juni 2021

⁶ Daviq Umar Al-Faruq, Medcom Id, "Guru Besar UMM Pemilik HaKI Terbanyak se-Indonesia", diakses melalui: <https://www.medcom.id/pendidikan/inspirasi-pendidikan/aNrqBBVK-guru-besar-umm-pemilik-haki-terbanyak-se-indonesia> pada 01 Juni 2021

⁷ Observasi yang dilakukan di Universitas Muhammadiyah Malang pada tanggal 23 Desember 2019

⁸ Ulfah Irani Z, Murniati AR, Khairuddin, *Implementasi Manajemen Strategik dalam Upaya Peningkatan Mutu Pendidikan pada SMAN 10 Fajar Harapan*, Jurnal Administrasi Pendidikan ISSN 2302-0156 Pascasarjana Universitas Syiah Kuala pp. hlm. 58-70.

⁹ *Ibid*,... hlm. 62.

¹⁰ Fred R. David, *Strategic Management, Manajemen Strategis, Konsep*, (Jakarta: Salemba Empat:2011), hlm. 387.

systematically, regularly, and must be carried out according to these procedures, in other words, standard operating procedures (SOPs). Then, the budget is all the costs needed for program implementation and the implementation of procedures expressed in units of money.

Priyono's opinion which has the same substance is also stated by Priyono, namely the process in which strategic implementation has five important elements which include: environmental analysis, setting missions and goals, formulating strategies, selecting and implementing strategies, as well as evaluating or controlling the dynamics of the program implementation process.¹¹ The five elements in the strategic implementation process above are interdependent.

J. David Hunger explained that strategic implementation is management's actions to realize its strategies and policies through action steps in the form of programs, budget details, and procedures (SOP).¹² According to Hunger, the context of strategic implementation emphasizes three aspects, namely: First, the program is interpreted as an activity that is stated clearly and in detail or the steps required by educational institutions to alleviate/complete planning with a one-time tempo. The program will result in organizational restructuring/educational institutions, cultural changes within the organization, or may mean a new step in future research efforts.

For example, in educational institutions, top managers will conduct thorough observations or inquire about their future institutions to all staff, namely the deputy head of curriculum, public relations, infrastructure, and others. In addition, it is also related to the challenges that will be faced, the needs required by the service users of these educational institutions, and cooperation with parties who can make a positive contribution to educational institutions.¹³

The central management issues for strategic implementation according to Fred R. David and Forest R. David, include setting annual goals, derivative policies, allocating resources, replacing existing organizational structures, restructuring and redesigning, revising reward and incentive plans, minimizing resistance. to change, match managers to strategy, develop a supportive culture of strategy, adapt production and operations processes, develop effective human resource functions, and, where necessary, reductions.¹⁴

The implementation also includes a series of advertising/promotional/publication programs to introduce, encourage consumer and customer interest in the products and services of educational institutions or companies. For example, in implementing strategies and policies, educational institutions will socialize through advertising, billboards, and leaflets to their environment or pockets where many consumers use the services and products of the institution. In addition, they will cooperate with other institutions that can become suppliers or cooperation networks. Then, they offer special programs such as scholarships, facilities, educational institutions, as well as the quality and excellence of the institution.

Second, the budget is a program expressed in units of money. Each program that has been set will be stated in detail, clearly, and in detail. These details will assist management in planning and controlling the running of the organization/educational institution. Concerning the budget, educational institutions must request a definite and clear presentation of the rate of return on investment that has been issued. This process is called the hurdle rate before the top leadership or principal approves a program.

This is to ensure that the new program that has been detailed in unit costs can have a significant impact on increasing the company's profit performance which is of value to shareholders. For example in the world of education, namely programs that have been declared in unit costs can have a positive impact on students in particular and the entire community of general educational institutions according to the vision and mission that have become the goals and stipulations of the educational institution.¹⁵

The budget is expected to provide detailed information regarding the planning of the strategy in action. In addition, budgeting will also determine financial statements that affect the financial condition of organizations or educational institutions. For example, an educational institution will approve several proposed programs, namely advertising, public relations, and student and guardian services. Then, the management of educational institutions will ask for detailed and separate details of each program. The goal is to facilitate the evaluation and assessment of the profit and performance of each program.

Third, the procedure is also referred to in a fairly common term as the standard operating procedure (SOP). The procedure is a system of steps, sequential techniques and describes in detail, the tasks and work completed according to the rules. Procedures are narrowly interpreted as various activities that must be carried out to complete company programs and tasks. For example, the community of educational institutions will carry out the acceptance of new students (PPDB). The team will develop procedures and techniques for registering online and offline. The procedure will also explain in detail the requirements that must be met by

¹¹ Priyono, *Pengantar Manajemen*, (Taman Sidoarjo: Zifatama Publisher, 2007), hlm. 54.

¹² J. David Hunger & Thomas L. Wheelen, *Manajemen Strategis* ter. Julianto Agung (Yogyakarta: Andi, 2003), hlm. 17.

¹³ *Ibid*, hlm. 17-18

¹⁴ Fred R. David dan Forest R. David, *Manajemen Strategik Suatu Pendekatan Keunggulan Bersaing*, (Jakarta: Salemba Empat:2016), hlm. 208

¹⁵ Fred R David dan Forest R David, *Manajemen Strategik Suatu Pendekatan Keunggulan Bersaing*, (Jakarta: Salemba Empat:2016), hlm. 18.

the registrant to get a PPDB participant ID card.¹⁶

Taufiqurrakhman added that the implementation stage of strategic management (also known as the action stage): includes setting annual goals, managing policies, motivating employees, and allocating resources so that the formulated strategy can be implemented. This includes developing a culture that supports strategy, creating an effective organizational structure, directing marketing efforts, preparing budgets, developing and utilizing information systems, and linking employee compensation to organizational performance.¹⁷

At this stage, interpersonal skills are very important. Strategy is not just a problem-solving activity, but more than that, it is an open-ended and creative strategy to sharpen the future in the chain of command model, i.e. a strategy must be executed as precisely as possible (avoiding unnecessary biases in every part of the structure). organization).

2. Policy in strategy implementation

Changes in the strategic direction of institutions do not happen automatically. In everyday reality, these policies are needed to make a strategy work. The policy facilitates the solution of a problem that can arise repeatedly in guiding the implementation of a strategy. In general, policies or policies refer to several guidelines such as methods, procedures, rules, forms, and specific administrative practices that are set to support and encourage efforts towards achieving these goals.¹⁸

The policy is an instrument for implementing a strategy because it sets boundaries, barriers, and limits on various kinds of administrative actions that can be taken to reward and sanction behavior, policies clarify what can and cannot be done to achieve institutional goals.

The policy allows both employees and managers, in this case, lecturers and rectors as well as BPSDM, to know what can be expected of them, thereby increasing the likelihood that the strategy will be executed properly. Policies also provide the basis for management control, allow coordination between all organizational units, and reduce the time managers spend making decisions. A policy can also clarify what work has been done and by who has done it. A policy can also encourage delegation of decision-making at the appropriate managerial level where problems usually arise.

Many organizations or institutions have policy manuals that serve as guidelines and direct behavior. A policy can also apply to all divisions and departments. As for the scope and form, a policy must also function as a mechanism in implementing strategies and achieving goals. As much as possible, a policy should be stated in writing. Policies must also represent the means to execute the strategy.

Examples of issues that may require management policy are as follows:

- 1) Offers an extensive or limited range of management development workshops and seminars.
- 2) Centralize or decentralize employee training activities.
- 3) Promote employees from within or recruit from outside.
- 4) Provide generous or limited benefits to employees.
- 5) Puts great or moderate emphasis on quality control.¹⁹

3. Resource allocation in strategy implementation

Resource allocation is the main management activity that enables strategy execution.²⁰ In various institutions or organizations that do not use a strategic management approach to make their decisions, the allocation of resources is often based on political as well as personal factors. Strategic management enables resources to be allocated based on priorities set out in annual objectives.

In its development, there is nothing that hinders strategic management and the success of an organization or institution more than the resources allocated haphazardly and inconsistently with the priorities set out in the annual goals.

Most organizations have at least four types of resources that can be used to achieve the desired goals, which include; financial resources, physical resources, human resources, and technological resources.²¹The allocation of these various resources to each particular division or department does not mean that the strategy will be able to be implemented as it should be.

This is also caused by various inhibiting factors such as overprotection of resources, too much emphasis on short-term financial criteria, organizational politics, vague strategic objectives, aversion to risk, and lack of knowledge.

C. Research Methods

¹⁶Fred R David dan Forest R David, *Manajemen Strategik Suatu Pendekatan Keunggulan Bersaing*, (Jakarta: Salemba Empat:2016), hlm. 18.

¹⁷ Taufiqurrakhman, *Manajemen Strategik*, (Jakarta: Fakultas Ilmu Sosial dan Ilmu Politik Universitas Prof. Dr. Moestopo Beragama, 2016), hlm. 28.

¹⁸ Fred R David, *Manajemen Strategik* 392.

¹⁹ *Ibid*, 393.

²⁰ *Ibid*, 395.

²¹ *Ibid*, 395.

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The research that the researcher did was using a descriptive qualitative approach using case studies. Because the design used in this research is a case study. This approach aims to get an in-depth picture of the management of career development of human resources in the field of education to create an Islamic-based university that is superior and competitive, so to get it a research method is needed that can understand the meaning of the behavior of the academic community internally and externally, describe a variety of complex phenomena, activities, and interactions and describe types of information.

This study describes the phenomena that exist at the University of Muhammadiyah Malang related to the development of human resources. For this reason, the phenomenological approach seems very fitting to be used in this research. Meanwhile, for the approach, the researcher used a qualitative approach. A qualitative approach is a research procedure that uses descriptive data in the form of written or spoken words from the observed people or actors.²² Qualitative research requires an in-depth study to form a model or theory based on the relationship between the data found.

The presence of researchers at the research location was not as free or easy as usual due to the Covid-19 pandemic and the implementation of PPK in Malang City. Several times the researcher had to return without bringing data because of situations and conditions that did not allow the researcher to conduct in-depth observations and interviews. This is because the campus imposed a total lockdown due to several lecturers who were confirmed positive for Covid-19.

The data collection techniques that the researchers used in this study were in-depth interviews, observation, documentation, and checking the validity of the findings, which at least could be obtained using the following techniques: credibility, transferability, dependability, and confirmability. carried out by researchers is the Pre-Field Stage, Field Work Stage, Reporting Stage

D. Discussion

The University of Muhammadiyah Malang has two bodies that handle the career development of human resources, namely BPSDM and BKMA. Through the planning stage until the evaluation is carried out with the two agencies. After going through the planning stage, the next step that must be achieved is the implementation stage, where all the programs that have been planned by the rectorate, BPSDM, and BKMA are applied in various forms of human resource development activities.

This implementation phase, by Castetter, is classified as the implementation phase. According to him, the implementation phase is the implementation phase of the development program following the plan that requires support from various parties to assess whether or not a program is selected and implemented on that occasion and coordinated, especially in the context of creating professional staff.²³

Based on the observations made by the researcher, the researcher concludes that based on its nature, the University of Muhammadiyah Malang uses two types of development in the development of its human resources, namely formal development, and non-formal development. This is also the theory put forward by Hasibuan in his book Human Resource Management.²⁴ However, in the book, there are differences, where Hasibuan divides into two characteristics, namely the nature of formal and informal development.

The details of the similarities and differences between the findings of the development and the theory developed by Hasibuan can be described in the table below.

Table: Comparison of Findings on Human Resource Development at the University of Muhammadiyah Malang with Hasibuan Theory

No	Hasibuan Theory	Findings in the field
1	Formal: Assigned by agency Done because of the demands of the current task and the task in the future Fulfilling empirical and predictive HR needs	Formal: Assignments from campus There is an official decree from the campus There is a report on the results of the training and also sharing of materials Fulfilling the need for lecturer competency improvement
2	Informal: Individual human resource quality development is based on personal awareness and desire Requires strong intrinsic motivation and also the ability to access learning resources and information	Non-formal: Is a development of the campus in question Some are oriented towards developing the spiritual competence of lecturers and education staff Organized by the campus

²² Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2003), hlm. 3.

²³ Nasir Usman, *Manajemen Peningkatan...*, 112.

²⁴ Malayu Hasibuan, *Manajemen Sumber Daya Manusia*, (Jakarta: Bumi Aksara, 2017), 72-73.

From the table, it can be seen that Hasibuan's theory and findings in the field have the right relevance. It's just that several different terms ultimately achieve the same goal. Meanwhile, in terms of developing human resources, the findings in the field are achieved based on the spiritual competence of lecturers and education staff. However, in Hasibuan's theory of spiritual competence, there is no spiritual competence.

In addition, the University of Muhammadiyah Malang has implemented 3 strategies for the career development of lecturers and education staff, which can be explained as follows.

a. Implementation of the Recruitment Strategy

Cadre is one of the paths of human resource development carried out at the University of Muhammadiyah Malang, which in various other educational institutions, the cadre is applied in forging its *santri* or students. This strategy is a breakthrough in the development of human resources in the field of education, in which this strategy focuses on improving the personality, spiritual, and obedience competencies of their lecturers so that lecturers under the name of the University of Muhammadiyah Malang are not just students, but more than that. It is hoped that they will also become cadres and develop associations.

Dessler explained that cadre is the process of gathering relevant information about job-related tasks and human characteristics needed to do the job so that it can help managers determine the qualifications and types of skills needed in the recruitment process.²⁵ Mathis and Jackson argue that cadre is the process of producing a group of applicants who are qualified to do the work of the organization. cadre is the initial process where the organization must be able to formulate human resource needs which include qualifications and competency needs.²⁶ LoUw explained that cadres must be able to increase the competitiveness of the organization. The recruitment practice that has been carried out in the Eastern Cape prioritizes access to information and the ease of candidates in obtaining job vacancy information.²⁷ Li explained that Nestyle in planning employee cadres starts from the process of job analysis, job descriptions, and job design revisions. These three processes will result in a new standard procedure for the types of work candidates will perform in the recruitment process.²⁸

Cadre here is an activity that is intended to meet the criteria or standards for lecturers and education staff set by the association, namely having a Muhammadiyah personality and spirit. This can be seen in the prerequisites for lecturers and education staff at the University of Muhammadiyah Malang, which from the beginning of the recruitment process, one of the points of the agreement is being willing to serve the association.

This cadre strategy can be seen from program orientation or human resource development activities at the University of Muhammadiyah Malang, namely producing cadres and not just ordinary lecturers. Because the criteria for cadres at UMM are individuals who always compete in goodness, just like the motto of Muhammadiyah, namely *fastabiqul khairat*, obeying the leadership and having a work ethic and high enthusiasm for learning or long-life education. In general, Tilaar's theory about the criteria for human resources in the millennium era is following the elaboration of cadre criteria at the University of Muhammadiyah Malang.²⁹

Human resource development at the University of Muhammadiyah Malang uses a cadre strategy where this strategy is more than just education or training. This cadre strategy, in addition to improving the competence of lecturers and education staff and their spiritual quality, is also expected to produce lecturers and education staff who have high loyalty to institutions and organizations and also have a high enthusiasm for learning.

In more detail about the strategy of developing human resources at the University of Muhammadiyah Malang which applies a modernist Islamic education pattern so that it is commonly referred to as integral education. Integral here is not only in the content of material that is theoretical and combined here and there but is the totality of all aspects of education. The integration includes the complete integration of human learning abilities which are classified into three main domains, namely affective, cognitive and psychomotor. Also combines theory, practice, and appreciation.

And the most important of all is the integration of professional management with Islamic management, such as sincerity, *fastabiqul khairat*, obedience, sincerity, and compassion. The integral concept here also includes the integration of university institutions with the surrounding environment.

The integral system implemented by the University of Muhammadiyah Malang in developing its human resources forms a learning community or commonly called an educated society, in which not only female students study, but also lecturers, education staff, chancellors, deans, and all members of the community who are related to education. The University of Muhammadiyah Malang. With the formation of a learning society that is built on the principles of Islam and Muhammadiyah as well as scientific nuances and modernity that continues to be developed, it is hoped that the dichotomy between religious science,

²⁵ Dessler, Gary . (2013), Human Resource Management, Thirteenth Edition, Pearson Education-Prentice Hall Publishing

²⁶ Mathis, Robert L. Jackson, John H. (2010), Human Resource Management, South-Western College Publishing.

²⁷ Louw, Gerrit J. (2013), Exploring recruitment and selection trends in the Eastern Cape, SA Journal of Human Resource Management, Volume 11, Issue 1, doi: 10.4102/sajhrm.v11i1.319, ISSN: 2071-078X

²⁸ Li, Tong. (2015), Nestle Employee Recruitment Research, International Journal of Business and Social Science, Vol. 6, No. 4(1); April 2015, pp. 97-113.

²⁹ Epon Ningrum, *Pengembangan Sumber Daya....*, 4.

science and technology and the realities of life can be eliminated.

The basis for developing and improving the quality of human resources has been very clearly hinted at in the verse of the Qur'an Surah *Ar-Ra'd* verse 11, which explains that Allah will not change a people until they change what is in themselves. The word "people" here can mean themselves, groups, agencies, institutions, or institutions.

b. Implementation of Professional Development Strategy

Meanwhile, Husnan in Sutrisno explained that human resource development is a long-term educational process that uses systematic and organized procedures so that managerial workers learn conceptual and theoretical knowledge for general purposes.³⁰ Likewise in educational institutions, existing human resources are developed to improve quality and professionalism through systematic and organized programs.

Faculties at the University of Muhammadiyah Malang make efforts to improve the quality of their human resources through various collective and individual activities. This activity is intended for all resources who work in various faculties, both lecturers and other education staff.

The professional ability development path aims to improve the competence of lecturers and other educational staff which is carried out according to the needs of the employees concerned. The development of the field of professional ability is carried out utilizing training and education, such as taking advanced studies to a higher level, participating in training, seminars, workshops, and several other activities that can improve abilities.

This is in line with the theory developed by Francesco Sofo, where development by Sofo is seen as improving the quality of human resources through programs such as training, education, and development so that it can explain development practice and requires collaboration with human resource management programs to achieve the desired result.³¹

In addition to the internal activities of the University of Muhammadiyah Malang itself, the activities of fostering and developing the profession of human workers at UMM Malang can also be transferred through the assistance of government institutions, non-government training institutions as well as other organizations. At the internal campus level, this program can be carried out by the rectorate, BKMA, and BDSDM, senior lecturers, Head of Department, Head of Study Programs, and the like appointed by the campus. The needs analysis, formulation of goals and objectives, program design, implementation, and services as well as evaluation of training programs can be determined independently by the organizers or modify similar programs.

To support the development of human resources, UMM has established a body that handles this matter, namely BPSDM and BKMA. So that improving the quality of lecturers in an organized and systematic manner is carried out by the Human Resources Development Agency (BPSDM) and the Academic Quality Control Agency (BKMA). Periodically BPSDM and BKMA carry out plans that have been prepared in the form of training, workshops, seminars, workshops, and so on. The training carried out by BKMA itself includes Seminars on applied approach, character training, workshops on improving roles, and functions of the academic quality group.

In short, improving the quality of human resources in various faculties at the University of Muhammadiyah Malang is carried out to ensure that lecturers and non-lecturers work according to established standards. Excellent service that must be provided to stakeholders has a great influence on the progress of individuals and the faculty. By doing the best work possible, at least the lecturers and staff have been able to apply the concept of quality in work which in Islam is defined as *Ihsan* (goodness).

The path of professional ability development at the University of Muhammadiyah Malang from time to time continues to experience improvement and renewal. UMM itself has long adopted and developed patterns of human resource development management with a modern pattern. The strategy for developing the competence and profession of lecturers includes pedagogic competence, professional competence, personality competence, and social competence. While the career development of lecturers is carried out through study assignments, training, seminars, and various other academic activities, promotions, and promotions. The lecturer's career improvement is carried out in the form of scholarship facilities.

The strategy for developing human resources at the University of Muhammadiyah Malang is generally in line with the theory developed by Castetter. Castetter divides this into several models of professional development for students, such as individual guided staff development, observation/assessment, involvement in a development/improvement process, training, and inquiry.³²

In practice, the University of Muhammadiyah Malang applies the individual guided staff development model or the development of lecturers who are guided individually by assigning the Head of Study Program and Head of Department as well as the BKMA and BDSDM bodies. The function of this lecturer coordinator is not only to supervise the performance of lecturers and education staff but also to provide independent guidance and counseling to individuals who need guidance. Another development model is observation/assessment. This model was applied at UMM by observing performance in the form of a lecturer competency test.

The next development theory from Castetter is training, which in practice, the University of Muhammadiyah Malang routinely

³⁰ Eddy Sutrisno, *Manajemen Sumber Daya Manusia*, (Jakarta: Kencana Prenada Media Group, 2009), 62.

³¹ Francesco Sofo, *Human Resources Management: Perspective, Roles and Practice Choise*, (Sydney: Allen and Unwin, 1999), 63.

³² Udin Syaefuddin Sa'ud, *Pengembangan Profesi Guru*, (Bandung: Alfabeta, 2009), 74.

holds training for its lecturers such as seminars, workshops, and other scientific activities. The next theory is inquiry or examination.³³ The examination referred to here is a thorough examination of the education system in all faculties and study programs, which also includes the development of lecturers and other education personnel. This inspection was carried out directly by the rectorate through the two bodies, namely BKMA and BDSDM.

In practice, the researchers found that the strategy of developing human resources at the University of Muhammadiyah Malang is also following the theory of human resource development by Mathius and Jackson, which argues that the development of education personnel in an educational institution can be effectively implemented through various strategies, including as follows:

- a) Making plans for the development needs of lecturers;
- b) Creating a lecturer development program;
- c) Implement development programs;
- d) Evaluating the development of students.³⁴

The strategy above is also almost the same as that expressed by Castetter as cited by Nasir Usman who divides the development process into the following four sequences, namely: the diagnostic phase, the design phase, the implementation phase, and the evaluation phase.³⁵ The researchers considered that UMM also adopted these strategies and shortened them only in 3 stages, namely planning, implementation, and evaluation.

Broadly speaking, research findings on the process of human resource development at the University of Muhammadiyah Malang are similar to Mathius and Jackson's theory, as well as Castetter's theory. Besides the similarities, there are also slight differences, especially in terms of implementation. For this reason, the researcher tries to summarize the differences between the research findings and the theories of the experts above with the following table.

Table 5.2: Differences in the Findings of the Human Resource Development Process at the University of Muhammadiyah Malang with Expert Opinions

No	Mathius and Jackson's Theory	Castetter Theory	Research findings
1	Make a planning design for the needs of students.	Diagnostic phase	Planning
2	Create a student development program.	Design phase	
3	Implementing development programs.	Implementation phase	Implementation
4	Evaluating the development of students.	Evaluation phase	Evaluation of the performance of lecturers and education staff

C. Implementation of Career Development Strategy

Overall, the career development strategy at the University of Muhammadiyah Malang is also in line with the theory developed by Veithzal Rivai which explains that in developing a career, each individual plays an important role in increasing the potential that exists in him.³⁶ Therefore, to improve the quality and image, which is the subject of career development itself is each individual himself.

Individual career development is shown, among others, by above-average achievements and also loyalty to the university and the association. Obedience to assignments and trust in carrying out tasks is a form of loyalty to organizations or institutions, namely UMM and also *Persyarikatan* Muhammadiyah. In the Islamic perspective, one's career development is based on trust. The recipient of the job will be able to carry out his duties properly to maintain the trust given to him.

According to the researcher, this activity is very good to be carried out periodically and adapted to current conditions. For example, in the current era, all use digital techniques. Likewise, career advancement programs are also based on social change. The University of Muhammadiyah Malang is one of the universities that applies this strategic concept and has succeeded in forming truly competent human resources in carrying out their responsibilities as lecturers and education staff.

The existence of adequate competence in the lecturer will have an impact on the quality and quality of the college where he belongs. This is the University of Muhammadiyah Malang. Therefore, the University of Muhammadiyah Malang also has a professor acceleration program with the subject of all lecturers who already have the qualifications for the position. Besides the main objective is to develop the professional ability of the lecturer, this will also have an impact on the name of the University of

³³ *Ibid*, 75.

³⁴ Robert L.Mathius dan John H. Jackson, *Human Resource Management, Manajemen Sumber Daya Manusia Terjemah oleh Diana Angelica*, (Jakarta: Salemba Empat, 2004), 352.

³⁵ Nasir Usman, *Manajemen Peningkatan Mutu Kerja Guru*, (Bandung: Citapustaka Media, 2012), 110.

³⁶ Veithzal Rivai, *Manajemen Sumber Daya Manusia: Dari Teori ke Praktik*, (Jakarta: Rajawali Press, 2015), 293.

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E. Closing

The University of Muhammadiyah Malang applies the implementation of career development strategies for lecturers. The strategies implemented include cadre strategies, professional development strategies, and career development strategies. All strategies have been implemented since the lecturer recruitment process took place. UMM has its criteria that must be achieved by lecturers who will be part of UMM. Meanwhile, the career development of human resources for lecturers at UMM was carried out in several ways, including seminars, workshops, character training, applied approaches, short courses, guest lectures, and character-building as well as other supporting programs.

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