

Human Capital Management of Educational Officers Toward Excellent Universities

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This study aims to discuss the correlation between human capital management of Education Personnel and Superior Universities at Private Islamic Religious Universities in KOPERTAIS (Coordination of Private Islamic Religious Universities) Region II West Java. This research uses descriptive method with mixed methods research design. The qualitative approach used a questionnaire for data collection, and analyzed descriptively. Quantitative approach as a data analysis tool, using correlational inferential statistical analysis. The results showed that: (1) the results of a qualitative analysis of the opinions of 15 PTKIS leaders regarding the implementation of human capital management were well implemented; (2) The results of the partial quantitative analysis of human capital management variables according to the opinion of 90 education personnel, including the good category tend to be sufficient; (3) Educational staff's work motivation towards PT Unggul is in the good category; (4) Statistical analysis shows a correlation of 0.42 between human capital management, including the category of moderate correlation, with a percentage of 16.1% of influence, this means that 83.8% of educational staff's motivation towards PT Unggul is influenced by other factors. From the results of the study, it can be concluded that human capital management on the maintenance of Tendik's work motivation is correlated with being on the way to Superior Higher Education.

Key Words: *management, knowledge, expertise, ability, skill, kinerja*

Introduction

Implementatively, conceptually, each university with the main responsibility of carrying out the duties of the Tri Dharma of Higher Education (education, research and community service), is dedicated to: (1) mastering, utilizing, disseminating, transforming, and developing knowledge , technology, and art (science and technology); (2) studying, clarifying and preserving culture, and (3) improving the quality of people's lives (Siswanto, et al. 2018:v).

Excellent universities, is a necessity. Urgent in terms of regulatory requirements and demands of community needs. In terms of regulation, because Law Number 12 of 2012, requires every higher education institution to be accredited. The aim is to provide assurance that accredited higher education institutions have met the quality standards set by the Government, so that they are able to provide protection for the community from higher education providers who do not meet the standards.

A superior and quality university must be measured in accordance with national and even international accreditation standards. "Without reaching of these minimum standards, it is certain that a university will experience good governance, in terms of planning, management processes and evaluations in the field of curriculum, quality of human resources, quality of graduates, quality of learning, quality of infrastructure, and so on".

Implementatively, conceptually, each university with the main responsibility of carrying out the duties of the Tri Dharma of Higher Education (education, research and community service), is dedicated to: (1) mastering, utilizing, disseminating, transforming, and developing knowledge , technology, and art (science and technology); (2) studying, clarifying and preserving culture, and (3) improving the quality of people's lives (Siswanto, et al. 2018:v). Therefore, every higher institution, including Islamic Religious Colleges, is autonomously required to be able to manage themself optimally in order to guarantee and improve quality continuously and sustainably, through various academic and non-academic programs as well as providing excellent services satisfactory to society. These efforts are intended so that the guarantee and quality improvement of a university is ready to compete with other universities, even being able to penetrate the international superior ranking (PP/46/2019).

Observing the benefits and importance of higher education accreditation above, ideally every higher education institution has been accredited with excellence (A), in order to guarantee the quality of education nationally and even internationally, but the reality in the field according to Nisa Islami's research, shows the reality of a very insignificant percentage of comparison between the number and the value of accreditation, as follows:

1. Data from PD Dikti until March 2017 shows that in Indonesia there are 124 State Universities (PT), 3,127 Private PTs, 175 Ministry/Institutional PTs, 968 PTAS, and 78 PTAN. Of this number, only 1,131 are accredited, with details of 50 universities having accreditation A (4%), 345 PT accredited B (31%), and 736 PT accredited C (65%), and the remaining 3,340 have not been accredited.
2. State Islamic Religious Universities (PTKIN) until 2017 from a total of 57 PTKIN only 3 universities that have A (excellent) accreditation, namely: Syarif Hidayatullah State Islamic University Jakarta, Sunan Kalijaga State Islamic University (UIN) Yogyakarta and State Islamic University (UIN) Maliki Malang. While PTKIN which has been accredited B is 34 universities that are members of UIN, IAIN and STAIN. The PTKIN which is still in the accreditation rank C is 12 universities. Meanwhile, PTKIN which has not yet accredited status is 7 universities (Islami, 2018:591).

Whereas the Government's efforts in this case the Ministry of Religion cq. The Directorate General of Islamic Education has warned since 2014, through a circular letter Number: 194/E.E3/AK/2014, if by August 10, 2019 the university has not submitted an APT, the permit will be revoked". However, the policy did not receive much positive response from most of the Islamic Religious Colleges.

Based on the above reality, the Director General of Islamic Education in 2019 targets that all State Islamic Universities (UIN) must be accredited A. Likewise, IAIN and STAIN must strive for optimal quality improvement. So that there is not a single PTKIN that is still accredited C. In fact, to be able to achieve an A (excellent) accreditation score, it is not an impossibility. Every State Islamic Religious University must carry out various management efforts in a serious and well-planned manner, processed and evaluated properly and optimally. All of this must be designed in a priority manner, through effective and efficient considerations and master technical management in carrying out accreditation of higher education institutions (Islami, 2018:560).

As a preliminary study, it is known that there are no less than 137 Private Islamic Religious Higher Education (PTKIS), located in the Kopertais Region II Java and Banten, until the end of July 2019, only 33 or (24%), which have accredited institutions. Almost most or (76%) have not been accredited (Kopertais II, 2021).

The government's target is to prioritize improving the quality of all types and levels of education (basic, secondary, and higher), basically focusing on three main factors, namely: (1) the adequacy of educational resources to support the education process in the sense that adequacy is the provision of the number and the quality of teachers and other education personnel; textbooks for students and libraries; and learning facilities and infrastructure; (2) the quality of the education process, which means the curriculum and implementation of



teaching to encourage students to learn more effectively; (3) the quality of the output of the educational process, in terms of the skills and knowledge that have been acquired by the students. (Dacholfany & Khoirurrijal, 2016:5).

The common thread above, it is clear that to deliver the quality of education is closely related to problems; spirit, priority setting, consideration, effective and efficient and technical management. All of that, relying on how the existing human capital in the organization can act as an organizational asset to become a key success factor, to achieve institutional excellence. Management or management activities are activities that cannot be separated from the world of education because they greatly affect the development of the world of education, even educational problems that arise in the world of education are also caused by management activities that are not carried out properly. Tilaar in the introduction to the book "national education management" emphasized that: "...the development of national education today increasingly requires better management. It can be said that the educational crisis faced by the nation today revolves around a management crisis. Therefore, to improve it starts from the management itself" (Tilaar, 2015:xii).

Dacholfany (2017: 6), calls it a "management crisis" is claimed to be a crucial cause for advancing and improving the quality of educational institutions". The quality of graduates will increase the competitiveness of the graduates themselves, and the educational institutions concerned. Universities that are in the ranks of the best educational institutions require fundamental changes so that they are able to compete (better competitive situation). Academic excellence for education, relevant to industry, contribution to new knowledge, as well as for empowerment and development.

For this reason, higher education institutions should have strategic intent, different and distinction. To achieve this, it is necessary to carry out an institutional transformation that is more complex than just organizational development. Higher education institutions are institutions, built by collegial academic communities, and upholding academic values to educate the nation, this is what distinguishes them from other organizations. The most appropriate strategy at this time is to place the executor/executors in their position, humans as organizational assets.

Human capital development, preparation of individuals to assume different or higher responsibilities within the organization. Simamora, in (Iriani, 2016:216), emphasized that; "The development of human capital is related to increasing the capacity of individuals related to their knowledge, skills, intellectual and or emotional, it is needed to do a better job".

This development is carried out because every employee needs a knowledge related to increasing skills, experience, expertise, and abilities, with the hope that educational staff can

improve their careers. This career preparation is what is meant by the development of educational personnel. For that matter, Gaol, (in Prayed), offers a human capital development framework, built on: “knowledge, expertise, ability; and skills, which make humans or employees the capital or assets of an organization” (Prayed, et al. 2018:17).

By achieving of these four components in the organization, then an employee, can be used as capital for greater profits, than an organization that only considers an employee as a resource or human resource. An employee is positioned as human capital, able to run other organizational resources. In other words, all problems in the organization can be solved.

Private Islamic Religious College, (PTKIS), is an educational institution that aims to produce superior health workers. As an organization that has a desire to realize Good University Governance. PTKIS requires qualified human resources. The success of an organization is strongly influenced by the quality of its human resources. Therefore, human resources need to be motivated, managed, and developed continuously in order to obtain quality human resources. Motivation is a force that exists within a person, which drives his behavior to take action. A person's motivation is fluctuating, at certain times the motivation is high, while in other situations the motivation is low. Performance is the result of work in quality and quantity of an educational staff on the duties and responsibilities assigned to him. Good performance will have an impact on the services provided to students. (Budiarti. 2020: 42).

In fact, making a quality higher education institution is not a simple effort, but a dynamic and challenging activity. Education will always change along with the changing times, every time education is always the main focus of attention, even it is not uncommon to be the target of dissatisfaction, because education concerns the interests of everyone, not only regarding investment and conditions in the future, but also concerning conditions and conditions. current life goals. That is why education is a place where the educational process is carried out, has a complex and dynamic system.

On that basis, examining the issue of "Management of Human Capital Development for Education Personnel Towards Superior Higher Education", it is interesting to examine more deeply, along with the passing of policies to improve the quality of education at all types and levels of education, becoming the main target of the government in educational development. It becomes important, to be studied more deeply, through scientific studies with the answers to these problems will be very helpful and can contribute to improving the quality of education, which in turn PTKIS in the Kopertais Region II West Java, can provide satisfaction to customers and stakeholders.

Literature Review

1. Basic Concepts of Human Capital

The term human capital for human resources (HR) has not been widely adopted by business people, while the role of HR in the future of the company is very decisive. Whatever the form and purpose, the organization is formed based on a vision for the benefit of humans and in carrying out its mission it is managed and managed by humans. So humans are a strategic factor in all organizational activities. For this reason, handling reliable human resources must be done as human capital.

There are various definitions of human capital. The views of experts, among others: Yang, & Lin, (2007:167), define Human Capital as, "core assets in an organization, including knowledge, skills, experience, competencies, attitudes, commitments, and individual personal characteristics".

Morling & Yakhlef (in Kasmawati, 2017: 273), state that what will determine the company's success is the company's ability to manage knowledge assets. Referring to current developments, it demands that companies/organizations be able to compete using the competitive advantages obtained through creative innovations produced by human intellectual capital.

The Department of Foreign International Development (DFID), in (Zami & Viciawati, 2020:5), defines; "skills, knowledge, ability to work and good health which together enable people to pursue different livelihood strategies and achieve the objectivity of their livelihoods.

Human capital is "the main capital in an organization that has the skills, knowledge, and is able to control technology well, which aims to get a good degree of health, get a livelihood according to their abilities and achieve a different quality of life". Human capital is a very important element of intellectual capital, because it can create competitiveness for organizations/companies. Because human capital is the ability of every member of the organization to be used in the process of creating intellectual assets (Sangkala, 2006:55). Therefore, human capital has a very urgent role as a key component that influences the level of performance of an organization/company. A similar statement was made by Ancok (in Kasmawati, 2020: 272), that "humans with all their abilities when fully deployed will produce extraordinary performance. This capability is very important in the innovation process.

In essence. human capital, has a strong impetus for improving individual employee productivity, as well as improving company performance through the ability of human resources (HR) to communicate knowledge (soft skills), skilled and professional at work and

able to build sustainable relational values in the form of partnerships between companies as internal stakeholders and customers as external stakeholders (Usup, 2017: 47).

Based on various definitions, Human Capital as an intangible asset basically has greater potential than other assets. Therefore, the organization cannot heed the urgency for the development of Human Resources as Human Capital. The Department of Foreign International Development (DFID) (in Adi, 2013: 77), sees that everyone has different knowledge skills and abilities. They can achieve a different quality of life. That is, knowledge and abilities and various intrinsic potentials that exist in individuals will be able to move the organization to achieve its unique goals.

Through these capabilities, organizations can achieve the goal of achieving a better quality of human life. More than that, Mayo (in Faisal & Viciawati 2020:5), added, the intrinsic potential of individuals who gather in organizations can even become a great power, because in fact human resources as human capital can be a non-fixed asset. Even the value increases depending on how the leader applies human capital.

If human capital is a machine, it will remain and even decrease and will not be able to adapt. But if the leader is able to lead, human capital will be an extraordinary and powerful capital whose ability will surpass the machines created by humans.

It is not surprising that Becker supports Mayo's opinion, that HR can basically be seen as a push and pull factor for the existence of other capital in the organization. For this reason, the main concept of human capital according to Becker, states that: humans are not just resources but are capital that produces returns and every expenditure made in order to develop the quality and quantity of capital is an investment activity. When optimizing and measuring Return On Investment (ROI) in human capital, it is necessary to understand how it interacts with other forms of capital, both tangible and intangible. HC ROI is a number of benefits obtained by the organization or the rate of return/profitability of the amount of money spent to finance labor. (in Sukoco & Prameswari, 2017: 96).

If HR has qualified quality and can always adapt, then other capital in the organization will be more optimal, run effectively and efficiently. We can feel this in 2020, when the COVID-19 pandemic has become an international disaster. Every human being has to adapt to unexpected crises. For human learners, this is not a problem. Crisis can be overcome with various opportunities that exist. For example, teachers/lecturers, office administration employees who cannot teach directly can use the internet at their homes to carry out Distance Education. to overcome the solution is always in sight.

Some experts, reviewing human capital "is the total value of human resources of an organization." (Mathis, & Jackson, 1999:35). The total human resource value "involves all

staff in the organization and their ability to complete their jobs successfully.” (Wang, & Shieh, 2008:11). Human capital is contained in "the human self of employees, employee contributions are important in determining the success of the organization." (Follis, 2001:37). In fact, it is human capital that makes workers a unique resource for the organization.

This uniqueness has made human capital a source of organizational efficiency and effectiveness, and is also considered a strategic organizational resource” (Carmeli & Tishler, 2014: 299).

For this reason, Bechtel, (2007:211), states that "strategic resources are able to generate competitive advantages for organizations", which can ultimately be used to compete in the industry.

2. Human Capital Development Management

In general, management activities in the organization are directed to achieve organizational goals effectively and efficiently. Management is the process of working together between individuals and groups and other resources in achieving goals, the organization is a management activity. In other words, managerial activities are only found in the container of an organization, both business organizations and other private organizations (Baharun, 2016: 245).

Strictly speaking, management activities always involve the allocation of organizational resources including: man (human) money (money), materials (materials), machines (machines), methods (methods), and markets (markets) to achieve the goals set.

Management, as a science, management has a systematic approach that is always used in solving problems. The management approach aims to analyze the process, build a conceptual framework of work, identify the underlying principles and build a management theory using this approach. Therefore, management is a universal process with regard to the existence of various types of institutions/organizations, various positions in institutions, or experiences in various environments between various life problems. (Wahyudi et al, 2017: 31).

Management as a process of regulating and utilizing the resources of the organization through the cooperation of members to achieve organizational goals. Means that management is the behavior of members in an organization to achieve its goals. Made Fidarta (in Mappasiara, 2017: 3), explains that management is the ability to direct and achieve the desired results with the aim of human efforts and other resources.

Theory and Strategy of Human Capital Development, to manage the new reality in human capital is a radical new way of thinking and behaving that is very much needed in the

changing conditions of the organizational, community, and individual environment. Burud & Tumolo (in Septiawan, 2018: 2), state that human capital management and strategic implementation that are beneficial for the results and transformation process should at least contain the following: (1) Work power as a new reality, it is believed that organizational goals are not merely seek profit, but rather an open commitment in a work environment, thereby encouraging a sense of responsibility towards work; (2) Human factors determine the success of organizational goals, through the application of intellectual capital (talent, knowledge, and skills) and relationship capital (relationships with customers, stakeholders). (3) Humans are the most important element to seek competitive advantage through their creativity and knowledge, their relationships with customers, co-workers, and professional networks. (4) The strength of the adaptive strategy in leveraging human capital lies in the practical method of adapting which includes: (a) the strategy of investing through people; (b) strategies for adopting new beliefs; (c) strategies to understand organizational culture; (d) strategies for transforming management practices; and (e) strategies to ensure conformity between beliefs, cultures and practices.

3. Human Capital Development Framework for Education Personnel Towards Superior Universities

Human capital development, is the preparation of individuals to assume different or higher responsibilities within the organization. Simamora, in (Iriani Ismail, 2016: 216), emphasizes that: "human capital development is related to increasing the capacity of individuals/educational personnel related to the knowledge, skills, intellectual or emotional needed to perform a better job". Gaol, in (Prayedi, 2018:17), provides a human Capital (HC) development framework, which is built on; knowledge (knowledge), expertise (expertise), ability (ability); and skills, which make humans or employees the capital or assets of an organization.

The four components above, which make humans or employees as capital or assets of an organization. By relying on expertise, abilities and skills, an employee can run other resources. In other words, an organization of all problems, can be solved.

4. The Impact of Human Capital Development Management Relationship with Performance

Conceptually, the study of the relationship between human capital and employee performance is very diverse, found in Kasmawati (2017: 272), there are several experts who state that:

- a. Relationship of Human Capital with Employee Performance Human capital is the total value of human resources of an organization.
- b. The total value of human resources involves all staff in the organization and their ability to complete their jobs successfully. (Wang & Shieh, 2008).

- c. Human capital is contained in human employees, employee contributions are important in determining organizational success (Follis, 2001).
- d. In fact, it is human capital that makes workers a unique resource for the organization. This uniqueness has made human capital a source of organizational efficiency and effectiveness, and is also considered a strategic organizational resource (Carmeli & Tishler, 2004).
- e. Strategic resources are able to generate competitive advantages for organizations (Bechtel, 2007) which can ultimately be used to compete in the industry.
- f. Totanan (2004), states that a company will produce different performance if it is managed by different people, therefore, different human resources in managing the same company assets will produce different added value. It can be concluded that tangible assets owned by the company are passive without human resources that can manage and create value for a company

Research Methods

This research is a descriptive research. The results of this study aim to describe about. Management of Human Capital Development for Education Personnel, from the point of view of (Gao); knowledge (knowledge), expertise (expertise), ability (ability); and skills, which make humans or employees the capital or assets of an organization.

Mixed method. Mixed Model the exploratory Design (MMR). Mixed methods is a research design with philosophical assumptions that guide the direction and methods of inquiry: (1) as a methodology, it involves philosophical assumptions that guide the direction of collection and analysis and mixes qualitative and quantitative approaches in many phases of the research process. (2) as a method, it focuses on the collection, analysis, and mixing of quantitative and qualitative data in a single study or series of studies. (3) the main premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of the research problem than using the approaches alone. (Creswell, 2013: 317).

Mixed Model the exploratory Design (MMR), is used in this study, considering the phenomenon of human capital development management is very complex and to avoid the weaknesses that exist in a single method, the authors argue that using MMR can be an alternative choice. MMR can be used when researchers want their findings to be more comprehensive, sharp and powerful to reveal the sports phenomena being studied.

According to Teddlie & Tashakkori (in Putra 2017:17), MMR has advantages including: (1) being able to answer questions that other methodologies cannot answer, (2) providing a better or more accurate conclusion-making process, (3) providing opportunities for to present a comprehensive range of views. Furthermore, Putra explained that several other advantages of this MMR, among others: (1) it is possible to ask complex research questions, (2) obtain

richer and comprehensive data, (3) research results will have high credibility due to triangulation.

This research design uses MMR, Sequential Explanatory. The Sequential Explanatory design research model is characterized by collecting data and analyzing quantitative data in the first stage, and followed by qualitative data collection and analysis in the second stage, in order to strengthen the results of quantitative research conducted in the first stage (Sugiyono.2018: 409).

According to the characteristics of the combination method, in the first stage of the study using qualitative methods and at the second stage using quantitative methods. The emphasis of the method is more on the first method, namely the qualitative method and then it is complemented by the quantitative method. (Creswell 2013:15).

Data Analysis Techniques, a follow-up to data collection is to analyze data. To analyze two types of quantitative and qualitative data, analysis is used according to the research method used, namely, using two research methods with sequential explanatory research design. So, quantitative data analysis is used as the main method, while qualitative data analysis explains more about quantitative data. In detail, Sugiono, (2013:409), shows the picture below.

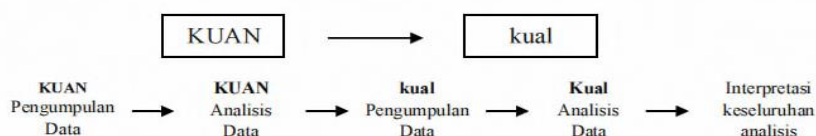


Figure 1. The research process in the Sequential Explanatory model

Source: (Sugiyono, 2013)

Discussion of Research Results

1. Qualitative analysis of Human Capital Management of Education Personnel towards PT Unggul at PTKIS Kopertais Region II West Java

Implementation of Human Capital Management for Education Personnel towards PT Unggul at PTKIS Kopertais Region II West Java, is not an agenda that is planned and programmed in a planned manner by the PTKIS Leaders Kopertais Wil II West Java, but rather the art of organizational learning strategies that emerge reactively and intuitively by the PTKIS leadership in order to support PT Unggul and the situation at hand. Human Capital learning just emerges and is shaped by the situation, programmed while running in line with the demands of Superior Higher Education policies that must be carried out for reasons of regulatory demands and demands of community needs.

In terms of programs, the majority of PTKIS leaders instinctively based on intuition carry out human capital-based learning wholeheartedly and through various media that allow them to encourage and maintain performance motivation. The dominant form in the context of empathy for education personnel in general provides a lot of leeway and a statement of attitude to understand the difficulties faced by education personnel in terms of administrative service performance.

From the study of Human Capital Management, most of them are on the development of knowledge, expertise, abilities, and skills development, for educational staff to go to superior universities. As conceived by Gaol, in (Prayedi, 2018:17).

Response of education personnel to Human Capital Management. The leadership of PTKIS, by understanding and giving a lot of leeway, was welcomed by the education staff. (1) Aspects of developing knowledge (knowledge), education personnel towards Superior Higher Education; (2) Aspects of developing expertise (expertise), educational staff towards Superior Higher Education; (3) Aspects of developing the ability (ability), education personnel Towards Superior Higher Education; and (4) Aspects of developing skills (skills), educational staff towards Superior Higher Education.

To maintain this position, it requires human capital thinking work, supported by reliable and quality technical management, both of which must go hand in hand and in rhythm, and strengthen each other for the creation of value”, this is relevant to the research of Nisa Islami, (2018).

2. Quantitative Analysis of Human Capital Management of Education Personnel to PT Unggul at PTKIS Kopertais Region II West Java

Implementation of Human Capital Management for Education Personnel towards PT Unggul at PTKIS Kopertais Region II West Java, according to the perception or views of Education Personnel, including the good category tends to be close to medium. This is based on the analysis of the central tendency, the average number (Mean) is 57.17, the Median is 55.22, and the Mode is 53.00.

The results of descriptive statistical analysis for the variable Human Capital Management for Education Personnel to PT Unggul at PTKIS Kopertais Region II West Java. included in the good category. This is based on the analysis of the central tendency, the mean number is 39.75; The median is 40.00; and Mode at 38.00.

Inferential statistical analysis regarding the correlation between the effectiveness of Human Capital Management and Superior Universities to maintain the work motivation of education staff obtained a correlation significance number of 0.402; including the category of moderate correlation, with the percentage of the effect of 58.00%,. This implies that 59.24%

motivation is influenced by other factors.

To maintain this position, it demands that an increase in the level of education, skills and work experience, either jointly or partially have a positive and significant impact on employee performance. Work experience is the most dominant variable in influencing employee performance. In accordance with Doddy Wahyu Triatmaja's research (2016).

3. Integrated studies based on mixed analysis

It was concluded that there were differences in perceptions or opinions about; effectiveness of Human Capital management. The leadership of PTKIS views that Human Capital management has been optimal and very good because from the point of view of the efforts made to maintain work motivation through Human Capital based management, with qualitative analysis. This is the main theme.

Educational staff view from the point of view that they feel that Human Capital management, including only good categories, tends to be in quantitative analysis. Quantitative analysis serves to explain the fact that what the lecturer has done very well, is perceived by students as something that is only good, tends to be moderate. This implies that the results of qualitative studies require further research so that the results of both qualitative and quantitative analyzes formulate and find the same truth.

The results of the combination of qualitative analysis and quantitative analysis concluded that Human Capital management, in the Efforts towards PT Unggul, was in the very good category, although in the view of some education staff it was seen as only good and tended to be in the moderate category, proved to be effective in correlation and influential in maintaining work motivation in service towards Superior PT.

Conclusion

Based on the results of data analysis of research information on Human Capital Management Towards Superior Universities (Studies at Private Islamic Religious Universities in KOPERTAIS Region II West Java). The waiting results are concluded as follows:

1. The results of the qualitative analysis of the opinions of 15 PTKIS leaders regarding the implementation of human capital management were carried out well;
2. The results of partial quantitative analysis of human capital management variables according to the opinion of 90 education personnel, including good categories tend to be sufficient;
3. Educational staff's work motivation towards PT Unggul is in the good category;
4. Statistical analysis shows a correlation of 0.42 between human capital management, including the category of moderate correlation, with a percentage of 16.1% of influence,

this means that 83.8% of educational staff's motivation towards PT Unggul is influenced by other factors. From the results of the study, it can be concluded that human capital management on the maintenance of Tendik's work motivation is correlated with being on the way to Superior Higher Education

The results of this study, have implications for the policy implications of superior higher education institutions in educational institutions, causing several problems, such as understanding of education personnel, due to professional demands, opportunities to get adequate job positions after training, cancellation of public assessments for qualifications in job selection. How should the government do its best to address this? Universities need qualified resources to build PT Unggul when they re-open their work activities.

This recovery must be carried out quickly and accurately with the allocation of the government's budget for education. The reduction of the education bureaucracy must be carried out immediately to deal with the impact of this policy on the world of higher education. The policy that must be immediately carried out by PTKIS stakeholders is to recover the assessment for organizational learning, not eliminate it, due to the importance of the assessment factor for the staff, so a better policy is to postpone the assessment instead of skipping the internal assessment of PT.

This research recommends Strategic Steps and Solutions for Higher Education (PTKIS). In handling the impact of PT Unggul's policies, all stakeholders must work together. This condition cannot be separated from the government's policy and its implementation in the field. The things that need to be done by all education stakeholders are:

1. The role of government is very important and fundamental. Especially in the budget allocation regarding the refocusing of activities, budget relocation, as well as the procurement of goods and services in the context of accelerating PT. It's going to be implemented soon.
2. Leaders of Educational Institutions; Higher education institutions as educational institutions must be ready to facilitate any changes regarding education and the competence of their teaching staff. Behavioral education must be a strong foothold in the midst of technological developments and the accelerated flow of information. Further education programs carried out by Higher Education Institutions must really prioritize the abilities of their educational staff, especially with communication media and information systems that change so quickly, PTKIS must really pay attention to ethics as an educational institution. Emphasis on obedience to the staff must be properly supervised so that they work professionally, which through the use of information technology with the right communication media remains smooth and intelligent in conveying information/orders that must be understood by education staff. Leaders not only position themselves as rulers, but also prioritize ing ngarso sung role models, ing madya mangun karsa, tut wuri handayani.



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3. For PTKIS Education Personnel; Everyone can work, but only those who are disciplined and have good working principles can be successful. With the basic principles at work, every employee will be helped not to complain easily and not easily stressed at work. If implemented properly, employees can have a good reputation in the eyes of superiors and coworkers. (1) Don't say how stressful the job is, (2) Remember your accomplishments, (3) Be on time for meetings and other events; (4) Pay attention to the interests of colleagues; (5) Expand skills; Build good relations; (6) Knowing when to ask for help; (7) Knows what to do and in which direction it goes.

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