

THE STRATEGY OF HUMAN RESOURCES DEVELOPMENT IN IMPROVING THE COMPETITIVE ADVANTAGE

(Case Study at Madinatul Qur'an Islamic Boarding School, Depok)

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Abstract. This research aims to determine the strategy of developing human resources in increasing competitive advantage in the Madinatul Qur'an Islamic boarding school, Depok. Through the qualitative descriptive method, the result of the stages of the strategy is obtained. In the planning stage was done by formulating scientific building, capacity and character building. In the formulation stage generated aggressive strategy, namely involving target human resources as partners with various stimuli; refreshing through community service practices; growth strategy through building intellectual, religious, humanist and adaptive characters; defensive strategy through interdisciplinary and transdisciplinary training. Furthermore, the personal competency stage, through improving communication, managerial and business skills, the control stage that focuses on the uniqueness of tahfidz; the supervisory stage, in the form of optimizing the role of HR and the evaluation stage, in order to encourage the sensitivity of human resources to technological developments. The last is development stage, where Ma'had Aly graduates will be facilitated with a formal undergraduate education level to fulfil the demands of stakeholders. It can be concluded that the core resources targeted for human resource development are Ma'had Aly graduates. They are believed to be teaching staff who are devoted, adaptive to technological changes, sincere and trustworthy in carrying out their duties and obeying religious orders and memorizing the Qur'an. This is in accordance with the mission outcome of Madinatul Qur'an education base.

Keywords: human resources; development strategy; competitive advantage; Madinatul Qur'an

I. INTRODUCTION

In terms of Islamic boarding schools are traditional Islamic educational institutions to study, understand, deepen, appreciate, and practice Islamic teachings by emphasizing the importance of religious morals as guidelines for daily behavior [1]. The main elements of Islamic boarding schools are kyai, students, boarding schools or dormitories, mosques, and classical books [2]. The most recent component, namely classical books, characterizes the study that not all education outside the Islamic boarding school applies it, not even all Islamic boarding schools use this classic book as important literature.

Thus, the world of Islamic boarding schools actually has a broad world of studies. Secondary education alone is not sufficient to absorb the variety of knowledge they have, especially the study of classical literature known as "The Yellow Book". As with general education, the depth aspect requires a higher level, and Islamic boarding schools too. However, due to highly autonomous curriculum development, the formulation of higher education under the Ministry of Religion is very open. However, along with the expansion of Islamic boarding schools with the various concepts offered, to "seize" the competitive predicate, of course they must keep innovating with excellence.

Like the Madinatul Qur'an tahfidz Islamic boarding school which is located in Depok City. The implementation

of the education system being taught is based on learning tahfidz Al Quran and the elaboration of modern knowledge. In addition, this boarding school also has Ma'had Aly, as a higher education whose curriculum is designed in a distinctive way by the Madinatul Qur'an version.

The *pesantren* caretakers have now provided a forum to shape the character of the santri and the mentality of the students through activities that emphasize more on the creativity, initiative, sensitivity, courage and skills of the students in areas of interest. Breakthroughs are continuously made so that Islamic boarding schools provide not only religious teachings, but also general knowledge, social skills and abilities, but also other unique skills, for example doing business and understanding creator content on social media.

Competitive advantage was an issue raised by the Director of Education, Madinatul Qur'an, when the researcher made observations. Responding to developments in the external environment of Islamic boarding schools, both economic developments, markets, technology, social trends, and the social environment, the management of the foundation also continues to innovate. All available resources, whether in the form of finance, physical facilities, human resources, and technology as well as the management system are continuously improved.

Therefore, this Islamic boarding school can be said to really pay attention to the quality and competence of human resources by managing existing human resources to be

developed either through the process of education, training or development. Of course, the boarding school management also understands what Lado, Byod and Wriarth [3] (1992) stated regarding four forms of organizational competence which are potential sources for achieving competitive advantage, namely: managerial competence, input-based competence, transformational competence, and competence. output based.

Managerial competence is the leadership's ability to provide, instill a vision, and empower its members to realize the vision, as well as the ability to create corporate organizational relationships with a favorable environment. Input-based competencies include human resources, knowledge, skills and capabilities that allow the transformation process to occur to produce goods and services, and provide value. Transformational competence is all organizational capabilities, namely innovation, entrepreneurial organizational culture, and organizational learning (social learning) that are needed to convert inputs into outputs to provide benefits to the environment [4]. Output-based competencies include all knowledge-based intangible strategic assets such as the image of Islamic boarding schools, and community trust.

This explanation makes researchers very interested in exploring more about the competitive advantage that has been described by the Director of Education Madinatul Qur'an. What is more interesting, of course, is the strategy designed by the cottage management to achieve what they have conceptualized.

The results of this study are expected to be used as the development of qualitative research studies in the field of human resource development in increasing competitive advantage, especially in Islamic boarding schools. In the practical realm, it is hoped that it can become a reference:

- a. Strategies and stages of human resource development management in increasing competitive advantage.
- b. Challenges faced in implementing human resource development management.
- c. The implications of developing human resources for increasing competitive advantage in Madinatul Qur'an Depok Islamic Boarding School, Depok.

The Development of Human Resources Management

The management of human resource development (PSDM) is human resource development as a long-term educational process that uses systematic and organized procedures in which managerial employees learn conceptual and theoretical knowledge to achieve general (general) goals. Human resource development is closely related to increasing the intellectual abilities needed to do a better job, human resource development is in favor of the fact that every workforce needs better knowledge, expertise and skills. Development is more focused on long-term needs and the results can only be measured in the long term. [5]

The involvement of HR is crucial to the success of the organizational change process because HR is an important subject that will carry out the change process from the results and processes of planned change [6]. In this

condition, a manager's role is needed to motivate his subordinates to be involved in the change process because the manager and his commitment to change are considered the keys to the successful implementation of the change program [7].

On the other hand, the human resource management (HRM) refers to the policies and practices involved in carrying out aspects of management positions, including human resource planning, job analysis, recruitment, selection, orientation, compensation, performance appraisal, training and development relations, as well as manpower [8]. Human Resource Management (SHRM) strategy consists of policies, practices and systems that affect employee behavior, attitudes, and performance [9].

High Performance Strategy

High performance studies in human resource practices have been in great demand in recent years as a source of competitive advantage [10]. The goal of high performance human resource management is to improve company performance with the help of employees [11]. According to Bamberger and Meshoulam (2000) [12], high performance in human resource practices or high performance human resource management practices consists of three main parts:

- 1) Broader training, namely general skills training, employee mobility (broad career paths, promotions within the company), and job security assurance.
- 2) Appraisal and rewards, including performance appraisals, especially long-term and results oriented appraisal, compensation and other benefits, for example, awards.
- 3) Employment relationships, including job design (broad job descriptions, flexible job assignments) and encouragement of participation.

Growth Strategy

All levels of business function require technological development. Therefore, in order for organizational growth to occur, HRD must focus on competent trainers. As programs are further developed using technology, people will embrace change by accepting and entering into a new organizational culture.

This strategy is carried out by: [13]

- 1) Creating Assessment Instruments.
Part of this is done by cultivating the skills and abilities that employees already have. Even the best-trained employees will perform poorly if they are not judged properly. Employees need to know what is expected of them. Acceptable performance can only be known if employees are assessed and if appraisal information is communicated to them. Feedback from managers to subordinates and vice versa is very important for the growth function.
- 2) Resource Investment.
By retaining employees, their development value increases. They will increase productivity and contribute to the overall success of the organization. Their expanded knowledge makes them a valuable asset for the company.
- 3) Applying Technology.

Changes in technology will change the face of communication as well as the way employees learn. People should be encouraged to develop skills through the internet. Sharing of knowledge, exchanging resources and learning can be improved within an organization.

Turn Around Strategy

Wayne E. Casio [14] divides two types of human resource development strategies with the target of corporate reform, which can be done through:

1) Job Rotation.

Job rotation is a human resource development strategy in which employees move from one job to another. The purpose of job rotation is to broaden the employee's background in business. This exercise helps employees to understand various kinds of jobs and create interdependence between them. Frequent job rotation used by companies to encourage employee work effectiveness.

2) Coaching and Counseling.

Coaching is a type of human resource development strategy in training where superiors teach their subordinates about skills and skills. Supervisors are needed as instructions to inform participants about the tasks to be performed and how to do them. The coach is often seen as the holder of the responsibility of the boss where the coach provides assistance like a mentor. Coach should also have longer experience or higher skills than his subordinates. Coaching has become a winning way in several companies in developing their human resources. Meanwhile, counseling is a type of training by way of discussions between employees and managers regarding personal matters such as aspirations, desires and even fears.

3) Understudy.

Understudy is a human resource development technique that is carried out by direct practice of employees who have been prepared to replace their superior positions so that they have been trained when their supervisors have resigned.

4) Demonstration and Example.

Demonstration and example is training that is carried out by way of demonstrations and direct explanations of how to do a job through demonstrated examples. This training is very effective because in addition to the participants getting the theory, they can also see and practice it directly, so that theory and reality can be directly integrated.

5) Off the job training.

Off the job training is training that is carried out in a separate workplace, outside the workplace or outside work time. The purpose of this off the job training is to increase the knowledge and skills of employees, so that employees have more opportunities to exchange experiences with other employees and so that employees can get new ideas that they can bring to their workplaces [15].

Defensive Strategy

This strategy basically refers to the individual organizations. Therefore, this strategy can be effective if self management is carried out properly. Self management is a competency that must be possessed by individuals [16]. It includes: emotional self control; transparency; displays honesty and integrity, adaptability; flexible in adapting to changing situations, achievement, encouraging performance improvements to achieve special standards, initiative; ready to act, and take opportunities, and optimistic in seeing opportunities.

Competitive advantage

Competitive advantage is at the heart of a company's performance in a competitive market. Competitive advantage is about how a company actually puts generic strategies into practice. In addition, Michael E. Porter stated that the competitive advantage of a nation has shifted from transparent matters such as natural resources, towards the creation and assimilation of knowledge. In other words, Porter also said that the competitive advantage of a nation today is largely determined by its learning capacity [17]. Porter's competitive advantage requires the creation and assimilation of this knowledge at the forefront of innovation. This innovation provides a competitive advantage. A nation that is drowning in its past glory and finding it difficult to innovate will not achieve a competitive advantage. [18]

II. RESEARCH METHODS

The method used is descriptive qualitative. The descriptive method was chosen because the research carried out was related to ongoing events and with regard to current conditions. [19] explained that the descriptive method is a method in examining the status of human groups, a subject, a condition setting, a system of thought or a class of events in the present. The purpose of this descriptive research is to make descriptions, descriptions or paintings systematically as well as the relationships between the phenomena being investigated. In addition, this method was chosen because this study seeks to describe a group of people to achieve the group's goals, so that the group's phenomenon can be revealed clearly and accurately.

The type of research used is a case study. Case study researchers focus on specific cases in depth so as to identify simultaneously identifiable, distinctive, and unique social relationships, processes and categories [20]. So that sufficient detail is needed to provide an overview of a case. Case studies are usually specific, but that does not mean they cannot be applied to broader social processes. Case study research consists of detailed investigations, often data collected on specific time periods, phenomena and contexts whose purpose is to provide an analysis of the contexts and processes related to the theoretical issue being studied. This phenomenon cannot be separated from the context, but becomes interesting when the goal is to understand the behavior that is influenced by a particular content [21].

III. RESULTS AND DISCUSSION

The management of human resource development strategies in increasing competitive advantage in Madinatul Qur'an Islamic boarding schools actually had applied the several stages, including planning, strategy formulation, implementation, control, supervision, evaluation, and development. At the planning stage, this was done by formulating a scientific building area (public school) in building A and capacity and character building typical of the Madinatul Qur'an curriculum in building B.

At the strategy formulation stage, by formulating 4 human resource development strategies, namely aggressive, refreshing, growth and defensive strategies. The aggressive strategy consists of involving target human resources as partners with various stimuli; refreshing strategies through community service practices, creative development in utilizing new media and changing tasks; growth strategy through character building: intellectual, religious, humanist and adaptive; defensive strategies through internal and external, interdisciplinary and transdisciplinary training, as well as methods of achieving religious mandates to be of greatest benefit to oneself and others.

At the implementation stage, by implementing various programs, namely verbal and non-verbal communication skills, managerial and business enhancement and the creation of commodities. At the control stage, it is carried out with the distinctiveness of tahfidz as a main competence which remains a priority, at the supervision stage, it is implemented in monitoring the implementation of the teaching process and the multitasking role of target HR, as well as activities with partners, and at the evaluation stage, by HR management in understanding the increasingly complex, anticipating technological changes, and understanding the social dimensions that have begun to enter the business due to the rapidly evolving information. At the development stage, Ma'had Aly graduates were facilitated to continue their formal education levels, as well as plans to establish a campus for an undergraduate degree to legalize Ma'had Aly graduates.

In developing human resources at the Madinatul Qur'an Islamic Boarding School also faces challenges. The challenges faced in the process of developing human resources are in accordance with the management stages internally and externally. The challenge at the planning stage, internally, is that there are differences in views regarding the ethical concept in attire which is also the modern identity of the boarding school management, while externally is the existence of Ministry of Religion initiatives in formulating curriculum content.

At the strategy formulation stage facing internal challenges, namely the formulation of a priority strategy. In the end it was decided that all of the strategic formulations were important, so that they had to be carried out maximally in parallel. Whereas externally there was input from various groups regarding demands for the development of teacher human resources, to formalize their education according to teacher standards as it should be. At the implementation stage there are internal challenges of limited human

resources of coaches, while externally, as an educational institution with a modern predicate, the expectations of the community remain complex. The challenge at the Control stage, internally is the existence of the character of the salaf pesantren that must be maintained, namely sorogan and tasmic as well as the yellow book study raises differences of opinion, while externally that according to the study of cultural futurology, that there will be an era of theological ontology, as a turning point for the era of consumerism to the religious lifestyle direction.

At the supervisory stage facing internal challenges as an institution that wishes to provide excellent service to stakeholders, an audit is also needed so that the trust of all parties can be responded to optimally, while externally, as an educational institution, of course there are several standard operational offerings regarding the implementation of education and teaching to managerial. Challenges at the evaluation stage internally, because the character of the boarding school tends to be transcendental, namely the discourse of blessing and blessing based on elements of operational smoothness, including the increasing interest of the community to place their children in Madinatul Qur'an, the evaluation stage is not too detailed, whereas external is the demand for teaching human resources to optimize their role in teaching the Diknas curriculum to be able to compete with general schools in general.

At the development stage, you must face challenges internally, namely the development of human resources who have formal legal identity in terms of teacher identity as stipulated in the National Education for all levels of functional professions in Madinatul Qur'an, while externally, the discourse of the Industrial Revolution 4.0 and Society 5.0 must be a discussion of knowledge and understanding of all existing human resources, so that the Madinatul Qur'an version of the OBE (Outcome Base Education) program can be held in accordance with the future direction of the students with various conditions that must be faced.

Human Resource Development Strategy

In determining the human resource development strategy, Madinatul Qur'an management builds its concept from a SWOT analysis. The results are as follows table 1.

From the SWOT analysis, 4 development strategies were developed based on the SO, ST, WO and WT quadrants. The four strategies then become implementative guidelines.

SO Strategy (Aggressive Strategy)

This strategy is generally pursued by using strength optimally in order to meet existing demands. In practice, an aggressive strategy is carried out by providing high motivation and high opportunities for participation, accompanied by high appreciation. So the indicators are empowerment and participation of subordinates.

By using internal strength to take advantage of opportunities that are outside, Madinatul Qur'an management maximizes:

- 1) Housing for ustadz who care for students for 24 hours.

- 2) Incentive stimulus and Umrah for those who excel in memorizing the Qur'an.
- 3) Stimulus to continue higher education.

Table 1. Swot Analysis

| STRENGTH (S) | WEAKNESS (W) |
|---|--|
| a. Effective <i>Scientific Management, Capacity and Character Building</i> . b. Multieducation: national, <i>tahfidz</i> , business, digital creative, language and <i>da'wah</i> . c. High social status of chaplains in the community. d. Adequate available resource development program costs. e. Mahad Aly has proven to be superior in terms of dedication, capacity / character building. f. The ustadz profession can be collaborative in various fields. g. Mahad Aly's absorption is still high both internally and externally. h. Own development facilities and infrastructure. i. The number of students continues to increase. j. The location is quite strategic. | a. The implementation of Mahad Aly which has not been legally certified legally at the Ministry of Religion. b. Unsatisfactory development of business capabilities. c. Do not have a quality assurance institution like higher education institutions. d. Human resource management which is still centered on foundations. e. Financial management that does not have an audit standard although there are no complaints about transparency. |
| OPPORTUNITY (O) | THREAT (T) |
| a. The existence of an "ontological-theological" discourse on the lifestyle of postmodern societies. b. The trend of Islamic boarding school education which is increasingly in demand. c. Image of boarding education that is considered exclusive by some people. d. The trend in the field of <i>tahfidz</i> is increasingly popular. e. The profession of trainer, leader and entrepreneur that continues to develop and continues to lead to religious human resources. | a. The image of Islamic boarding schools is often associated with radicalism. b. The behavior of religious leaders who "sell religion". c. Relatively high cost, raises criticism. d. Public demands are becoming more complex. e. Stakeholder demands are increasingly complex. f. Many parents consider Islamic boarding schools as a solution to juvenile delinquency problems. |

In implementing this strategy, the researcher argues that the management of Madinatul Qur'an has tried to maximize it. As a modern educational institution, Madinatul Qur'an has fulfilled the creation of ideal resources, namely functional, intellectual, religious, humanist and adaptive personnel, a person who is very much needed in the challenges of today's social life.

In this case, Islamic boarding schools as agents of community development have been very positive in preparing a number of concepts for developing human resources both for improving the quality of Islamic boarding schools and improving the quality of community life. The development of human resources in Islamic boarding schools (in the case of Madinatul Qur'an) is proven to be able to combine the ability of science and technology with the ability to meet physical and non-physical needs. In general, human resource development is the preparation of humans to assume higher responsibilities in the organization. In it, human resources are closely related to the improvement of the intellectual abilities needed to do a better job.

Human resource development is based on the fact that every workforce needs better knowledge, expertise and skills. Development also helps prepare for changes in jobs or functions that result from new technologies or new social markets.

It cannot be denied that the development of human resources in Islamic boarding schools, no matter how modern, is still influenced by the central figure of the kyai. The role of the kyai is no longer only to enable human resources to fulfill the competitive requirements of social identity as a mouthpiece for the ulama, but now it is also hoped that a wider role, namely: quality of work life; work productivity (productivity); employee satisfaction (human resource satisfaction); worker development (human resource development); and readiness for change.

Judging from the research results in the sub-chapter of implementing aggressive strategies, the management of Madinatul Qur'an is considered by researchers to have succeeded in developing effective human resources, namely:

- a) It has become a systematic structure: namely having specific and sustainable objectives in providing concrete and easy training programs for target HR.
- b) Values achieved through capacity and character building have met the needs with an integrated planning aspect.
- c) The graduates of Ma'had Aly who serve are proven to have the concept of "Work as Obligation".

For a muslim, work is an obligation, every Muslim who is able to work must work, because it is a moral responsibility towards society and himself. Strong motivation to work, so that for those who do a job, the reward is the same as for those who do worship. This is in accordance with the words of Rasulullah SAW: "The work of a person with his hands and every trade transaction that is justified, Allah really likes professional believers. People who suffer because of supporting their families are like warriors in the path of Allah". (Reported by Ali bin Abi Talib)

WO Strategy (Turn Around Strategy)

Organizations try to appear attractive and very good at avoiding weak spots, usually by concentrating on certain activities. In practice, this strategy is also said to be a refresh / overhaul strategy, by providing a refresher on the position of resources (internal scope) and expanding knowledge to prepare for change (external scope). Indicators: job rotation, guidance and counseling, internships, giving examples and training outside the workplace. So, in this case, the Madinatul Qur'an management used the existing external opportunities to reduce internal weaknesses. This step is carried out by:

- 1) Building links and synergies with partner universities.
- 2) Pro actively following developments and looking for gaps in external existence, through community service activities and a series of competitions involving students at various levels.
- 3) Increase the ability in the field of mastery of technology to support the demands for the use of new media, so that social media content can be used as the maximum means for the development of Islamic boarding school education.

In this strategy, according to the researcher, the management of Madinatul Qur'an has been able to present themselves attractively, even if it does not appear to the

public that significant weak points are identified. This is none other than because what Madinatul Qur'an management has done is to formulate:

1) Determination of Needs

It is a fact that the budget that must be provided to finance training and development activities is no longer a burden or a problem. Management is able to provide prior assurance that the training and development activities are clearly needed. This means that the training and development that is held is a necessity that is already based on a proper analysis.

In identifying training and development needs, there are 4 (four) parties involved. The first party is the organizational unit that manages the target resources, which in this case is called madinatul Qur'an management, consisting of the Director of Education and the Foundation. The second party is the functional staff, who daily educate, accompany, become a substitute for the parents of the students. They are also the ones most responsible for the success or failure of the curriculum work units. The third party is the partner, the higher education institution that has been in agreement for a relatively long time and the fourth party is the donor.

2) Goal Setting

In terms of targeting, according to researchers, training and development are in accordance with various targets, including scientific targets, capabilities and character development targets. The intended targets are correct, both technically and in terms of behavior. Various goals have been stated clearly and concretely with concrete results as well.

For organizers, namely the management of Madinatul Qur'an, the implementation of training and development has identified a pattern, so that each program can be used as:

- a) Reference benchmarks to determine the success or failure of training and development programs,
 - b) Reference to development materials in an effort to determine the next steps, such as program content and training methods to be used.
- #### 3) Determination of Program Content

In this case, the determination of program content, which involves the implementation of training and development programs, both of them are in the direction that MQ management wants to achieve in the mission of developing human resources that is unique to the MQ version. At least two interests have been met. The first interest is the interest of the organization which is reflected in the improvement of the organization's ability to achieve its goals. The second interest is the interest of the target human resources as training and development participants who have been proven to have high motivation in carrying out the tasks entrusted to them.

4) Identification of Learning Principles

In the end, the results are achieved that can be used as a measure of whether or not the learning principles applied in a training and development program are appropriate. The identification results show that at least the following five

things have been maximally achieved, namely participation, innovation, relevance, change and feedback.

5) Program Implementation

The implementation of training and development programs is very siteional. That is, with an emphasis on calculating the interests of the organization and the needs of the participants, the application of learning principles has been achieved effectively.

6) Program Implementation Assessment

The implementation of a training and development program can be said to be successful if there is a transformation process within the participants. The transformation process can be said to be going well if at least two things occur, namely:

- a) increased ability to carry out tasks
- b) changes in behavior that are reflected in attitudes, discipline and work ethic.

Both of these have been reflected in the outcomes of functional personnel that have been running. Thus the Madinatul Qur'an HR development program can be said to be successful

WT Strategy (Defensive Strategy)

By minimizing all vulnerabilities to face any threat. The survival strategy, namely managing the competence and potential of individual subordinate emotional intelligence. Indicators: strengthening planning and strengthening of goals, access management, achievement competition, emotional management.

As a result, this strategy is carried out by minimizing the weaknesses and threats that may exist. Ma'had Aly's dedication program at the alma mater is actually intended to formulate a struggle, discipline and sincerity attitude, so that the character building desired by the boarding school can be implemented effectively.

In this strategy, the Madinatul Qur'an was quite successful in:

- 1) Taking into account the training needs of the organization, which is often called a need assessment.
- 2) Determining targets and training program materials.
- 3) Establish training methods and principles that need to be studied and used.
- 4) Supervise and evaluate the program.

In addition, the implementation of two aspects that have proven to be effective as an organizational defense strategy are in terms of:

1) On the Job Training

On the Job Training is a short effort to get to know the real work of the target HR, which in this case is carried out through the dedication process of Mahad Aly graduates. This method has the advantage of strongly motivating targets, because training is not only carried out in an artificial situation in the workspace. The fact that the success of these systems depends almost entirely on direct presentation means that the human resource management unit has the responsibility of providing an effective partner.

2) Off the Job Training

Off the job training is carried out in accordance with the place to provide training to individuals with the skills and knowledge they need to carry out the job. Its characteristics include regular time, seminars, courses, workshops, or computer simulations. This development program, directs the target human resources to answer internal and external needs.

ST Strategy (Growth Strategy)

Every effort is made to deal with threats by creating diversification (various programs), so it is often referred to as a diversification strategy. In this strategy, simple changes are simultaneously carried out through technological control. Indicators: assessment, insight into investment resources, application of technology and competent trainers. So, this strategy, the point is to use internal strength to avoid threats that exist outside:

- 1) Strategic concept in human resource development, by providing characters: intellectual, religious, humanist and adaptive.
- 2) The outcome gap that can still be synergized is between the competence of da'wah, business and the concept of technology use, so that the concept of HR as an agent of change has the potential to emerge.

As a human being, the awareness that oneself was created to worship / serve Him must be embedded in the soul and mind. This was the initial target, Madinatul Qur'an character building. The implication of this awareness is that every behavior and decision taken will always refer to seeking His pleasure. Islam always invites its adherents to always stay in front, be the best, who can provide the greatest benefit for other human beings. The method to achieve the maximum benefit is the capacity building of human resource development in achieving the MQ version of competitive advantage.

In Islam, every human being is a caliph who holds a mandate on earth. The awareness that the self is a kholifah is like two sides of a coin with the awareness of being a caliph as well as being burdened with mandates. When the awareness of a mandate has grown, there will be every effort to carry it out totally, because the mandate that is carried is of course there is an accountability in the last day.

Likewise in the world of work. A worker who does not have subordinates is still called a kholifah, because he is a leader for himself, so that the mandate he carries is his own daily task. For a leader, he must realize that there are subordinates who depend on him for his life. Therefore, the leadership and management in essence have the mandate to bring the lives of their subordinates to be more physically and mentally prosperous. His responsibility is not only limited to achieving productivity, but also the impact of improving the lives of those who are under his leadership circle. This is the character building target to base the capacity building of the Madinatul Qur'an version, which is indeed a distinctive cultural institution.

IV. CONCLUSION

The four strategies for developing human resources that have been implemented by Madinatul Qur'an, namely aggressive, turn around, growth, and defensive have succeeded in achieving an institution's competitive advantage, namely: 1) being an inclusive education provider, far from being extremist, radical or exclusive indicators, 2). become an education provider capable of accommodating a culture of simplicity, adaptive to Indonesia's religious traditions and civilization.

Mahad Aly graduates as the core functional resource of Islamic boarding schools do not require legality aspects at all, but community trust is so high. This is evidenced by the number of institutions that want to recruit them, even before graduating. Another implication is the acceptance of a relatively expensive Islamic boarding school education pattern. In addition to the development of morals and syiar, Islamic boarding schools are also able to prove themselves as outcome-producing institutions in accordance with community expectations.

There is a kind of space that cannot be filled in formal education. From these gaps and opportunities, the field of Islamic boarding school human resource development will continue to strive to meet the demands and challenges of the times. In it science, character and capacity building actually find its ideal place. Thus, the development of Islamic boarding school human resources will be increasingly strategic, especially with the discourse of turning points of the lifestyle of postmodern societies that are so passionate about studying religion, on the other hand there are motives for existence and consumerism in it. Madinatul Qur'an welcomes this with a formulation of education and teaching patterns that do not deny both, the essence of religion and the bona fides of educational institutions.

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