



## **FACTORS AFFECTING THE EXTERNAL POTENTIAL OF ISLAMIC EDUCATION MANAGEMENT: GLOBALIZATION, SOCIAL CHANGE, AND THE ECONOMY**

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### **Abstract**

The development of educational institutions in Indonesia has been influenced by various things that are quite important in order to realize the vision, mission, and goals of educational institutions. The only thing is the potential for external factors, which also affect important capabilities and strategies in decision making. The external problems of education in Indonesia today are very complex. This is due to the complex reality of the external dimensions of education itself which include social, political, economic, cultural, and even global dimensions. From these dimensional problems, three focuses of problems emerge, namely the problems of globalization, social change, and the economy. In organizing an educational institution that has the aim of compiling a pattern of activities in order to achieve common goals is strongly influenced by external and internal factors. For this reason, the purpose of this study is how to analyze the potential external factors of Islamic Education Management that can affect the process and quality of educational institutions. From the results of the literature review, several potential external factors consist of elements outside the organization/institution, most of which cannot be controlled and influential in decision making, so that the third focus of problems on the educational dimension greatly affects the External Potential of Islamic Education Management. The results of the author's analysis may suggest the need for further studies that can accommodate more cases to map out more comprehensive outcomes, so that they can be used as a basis for more targeted policies.

**Keyword:** *External Potential of Islamic Education Management, Globalization, Social and Economic Change*

## A. Introduction

One of the educational problems faced by the Indonesian nation is the low quality of education at every level and unit of education, especially primary and secondary education, especially Islamic Education. Quality education is an education that is able to carry out the process of maturing the quality of students which is developed by liberating students from ignorance, inadequacy, helplessness, impermanence, dishonesty, and from poor morals and faith (Dedy Mulyasana, 2011). Quality education is education that is able to produce graduates (*output*) who have academic and vocational abilities or competencies, which are based on personal and social competencies, which are overall referred to as *life skills (life skills)* (Aminatul Zahroh, 2014).

From various observations and analyses in the field, there are at least three factors that affect the quality of Islamic educational institutions that have not improved evenly, namely: *The first factor*, a policy and the implementation of national education using an *education function* or input approach and analysis outputs that are not carried out consequently. *The second factor* is that the implementation of national education is carried out in a bureaucratic-centralized (centralized) manner. *The third factor* is the participation of school residents, especially educators, and the participation of the community, especially parents, in the implementation of education so far is very minimal.

With the development of the times in the world of education that continues to change significantly so that many change the mindset of educators, from a layman and rigid mindset to a more modern one. This is very influential in the progress of education in Indonesia. This pattern of thinking is what we call the way of thinking systemic, and the nature of this paper will be presented the potential factors of external factors of Islamic education management thinking system in its influence on education in Indonesia. In response to this, education experts criticize by revealing the true concepts and theories of education to achieve the real educational goals. Education is a conscious and planned effort to create a learning atmosphere and learning or training process so that students can actively develop their potential in order to have religious, emotional, self-control, personality, intelligence, noble character, and skills needed by themselves and society.

Based on empirical experience, many students and authors have difficulty in finding supporting articles for their scientific work as previous research or as relevant research. Relevant articles are needed to reinforce the theory under scrutiny, to see the relationships or influences between variables and build hypotheses. This article focuses more on discussing the influence of Globalization, social change, and Economics on the

External Potential of Islamic Education Management, a literature review study in the field of Human Resource Management

## **B. Methods**

The method of writing this scientific article is by qualitative method and literature review (*Library Research*). Examine the theory and relationship or influence between variables from books and journals both *off line* in libraries and *online* sourced from *Mendeley*, *Google Scholars* and other online media.

In qualitative research, literature review should be used consistently with methodological assumptions. This means that it must be used inductively so as not to direct the questions asked by the researcher. One of the main reasons for conducting qualitative research is that the research is exploratory, (Ali & Limakrisna, 2013).

Furthermore, it is discussed in depth in the section entitled "*Related Literature*" ("*Review of Literature*"), as the basis for hypothesis formulation and will then be the basis for making comparisons with the results or findings revealed in the research. (Hapzi Ali. Nandan Limakrisna. 2013). In addition to being a literature, this research is also qualitative. Because what is produced is descriptive analytical. That is to explain the problem as it is based on authoritative reference sources in the field of education, according to the theory studied. (Suharsimi, A. 2013). The research method contains the type of research, the sample and the population or subject of the study, the time and place of the study, the instruments, procedures and techniques of the study, as well as other matters related to the way of research. This section can be divided into sub-chapters.

## **C. Discussion**

Based on the study of relevant theories and previous research, the discussion of *this literature review* article in the concentration of Human Resource Management is:

### **1. The Influence of Globalization on the External Potential of Islamic Education Management.**

Globalization means the integration of national life into global life. In economics, for example, economic globalization means the integration of the national economy into the world or global economy (Fakih, 2003: 182). When linked in the field of Islamic education management, the globalization of education means the integration of national education into world education. So far, globalization is not yet a general trend in the field

of education. But symptoms in that direction have begun to appear, especially in the present day with the background of the Minister of Education who tends to start to adhere to western system education.

We can see this by a number of VOCATIONAL, HIGH SCHOOL AND MA in several cities in Indonesia have implemented a Quality Management System that applies internationally in the management of their school management, namely SMM ISO 9001: 2000, and many of them have received ISO certificates.

Therefore, nowadays globalization has begun to become an actual problem in the management of Islamic education. The problem of globalization in the field of education mainly concerns the output of Islamic education. As is known, in today's era of globalization there has been a paradigm shift about the advantages of a country, from comparative advantage (Comparative advantage) to competitive advantage (competitive advantage). Comparative advantage rests on the wealth of natural resources, while competitive advantage rests on the ownership of quality human resources (HR) (Kuntowijoyo, 2001: 122).

In the context of this paradigm shift of excellence, Islamic education in Indonesia will face a very high competitive situation, because it has to deal with the strength of global education in the world which in some ways there will be incompatibilities between Islamic education in Indonesia and education globally, but all this is closely related to the fact that globalization actually gives birth to the spirit of cosmopolitanism where the nation's children may choose schools abroad as their place of education, especially if the condition of domestic schools is competitively *under-quality*. This trend has begun to be seen at the level of Islamic universities and it is not impossible that it will penetrate at the level of Islamic high schools in Indonesia.

If the problem is only limited to competitive challenges, then the problem does not become very crucial (serious). But one of the characteristics of globalization is the existence of "regulations". In the field of Islamic education it appears in the limitations or provisions on Islamic schools of national standard I.

In the ranks of the Islamic Vocational Sekolah, the regulation of standard schools has long been socialized. If this international standard I regulation is then established as a prerequisite for educational output to gain access to the global labor market, then this will inevitably become a serious problem for Islamic education National.

Globalization does open up opportunities for Islamic education in Indonesia, but at the same time it also presents challenges and problems in national education. Because

education in principle carries out the ethics of the future, the world of education must be willing to accept and face the dynamics of globalization as part of today's educational problems.

## **2. The Effect of Social Change on the External Potential of Islamic Education Management.**

There is an adage that states that in this world nothing is eternal, everything changes, the only eternal is change itself. That means, social change is an inevitable event, even though there are social changes that go slowly and some that go fast.

In fact, one of the functions in Islamic education, as stated above, is to carry out social innovations, which means nothing but encouraging social change. The function of education as an agent of social change, today, turns out to be a paradox. Reality shows that, as a consequence of the rapid development of science and technology today, social change is much faster than the renewal efforts and the pace of change in education. As a consequence, the function of education as cultural conservation becomes more prominent, but it is not able to accurately anticipate social changes (Karim, 1991: 28).

In relation to the paradox in the reciprocal relationship between education and social change as stated above, it is worth noting the warning of Sudjatmoko (1991:30) which states that countries that are unable to keep up with the latest industrial revolution will lag behind and gradually lose the ability to maintain their position as independent states. In other words, the inability to manage and keep up with the dynamics of social change is as meaningful as preparing for backwardness. The problem of social change, thus, must be an important agenda in the thinking and praxis of national education.

## **3. Economic Influence on the External Potential of Islamic Education Management.**

### ***a. Education as an Investment***

The growing opinion is that the development of the education sector is only a budget-consuming sector with no clear benefits (especially economically). Such a view leads people to doubts and even distrust of the development of the general education sector and Islamic education as the foundation for the advancement of development in all sectors. This uncertainty, for example, is manifested in the small budgetary commitment to the general education sector.

Allocating a budget for the general education sector is considered a waste of money that is not worthwhile. As a result, the budget allocation of the education sector is usually left after others first. This perspective has now begun to be displaced in line

with the discovery of scientific thinking and evidence of the vital role and function of education in understanding and positioning humans as the main force as well as a prerequisite for the advancement of development in various sectors.

In the 1970s, research on the relationship between education and economic growth had experienced stagnation and ambivalence due to doubts about the role of education on economic growth in several countries, especially in the United States and developing countries that received assistance from the World Bank at that time. This doubt arises, among others, because of the criticisms of educational sociologists including Gary Besker (1964, 1975, 1993) saying that this human capital theory emphasizes the material dimension of human beings so that it does not take human into account from the socio-cultural dimension.

Becker's critique opens up perspectives from the philosophical belief that education is not merely counted as an economic investment, but rather education must be viewed in perspectives and social and cultural dimensions oriented towards the humanitarian dimension. These perspectives and dimensions are more important than just economic investment. Because education is related to humanity itself (human dignity).

Several other neoclassical studies have been able to scientifically reassure the importance of educated human beings in supporting direct economic growth and all other macro-development sectors. It was on the basis of scientific beliefs that the World Bank finally realized its international assistance programs in various countries. The contribution of education to this growth becomes even stronger after taking into account the effects of interaction between education and other physical investments. This means that physical capital investment will double its added value in the future if at the same time it is also carried out HR investment, which will directly become the actor and user in the physical investment.

It is now recognized that the development of a country's human resources is a fundamental element for prosperity and growth and for the effective use of its physical capital resources. Investment in the form of human capital is an integral component of all development efforts. Education should cover a broad spectrum in the life of society itself.

#### ***b. Investment in Education***

Investment means investment or money. The capital or money invested aims to get benefits, either in the form of money or capital or in the form of goods or services.

Kenneth J. Arrow (1962) suggested that the term investment or investment has a productive alternative that is useful for the implementation of activities that can increase the profits obtained in the future. The cost or cost of an investment is the profit obtained divided by the use of resources in various other activities. Thus it is clear that investment is an investment or money that is deliberately made to bring profit through the products produced.

Meanwhile, education is a human effort to build man himself with all his problems and spectrum that are independent of the dimensions of time and space. This means that the core of education is *life long learning*, while formal forms of education, non-formal education (outside of school) and so on are only the modus operandi of the educational process. Education here is intended to increase human dignity in order to have skills and abilities so that their productivity increases. Therefore, the results of education will be very useful human resources in the development of a country.

Investment in education is an investment by allocating costs for the implementation of education and taking advantage of the human resources produced through the education. In this context, this education is seen as a human learning industry, meaning that through education, human beings are produced who have the abilities and skills that are indispensable for a country's economy to increase individual income and national income.

Thus, investment in education has a long period of time to be able to find out the results and the results are not in the form of direct profits, but benefits for the person who receives the education and for the state. As a function of investment, education makes a meaningful contribution in the increase in the level of life, human quality and national income, especially in the following: (1). The teaching and learning process guarantees an open society (that is, a society that is always willing to consider new ideas and hopes and accept new attitudes and processes without having to sacrifice itself). (2). The education system prepares the right foundation for development and outcomes (inherent guarantees for the sustainable growth of modern society). Educational investments can maintain wholeness and constantly add to the ongoing supply of knowledge and discovery of new methods and techniques. (3). If in every sector of the economy we get all the factors that the people need except skilled labor, then investment in the education sector will increase the per capita income in that sector, unless the social structure living in that society is unprofitable. (4). The education system creates and maintains a supply of human skills in a flexible labor market. In addition, it is also able to

accommodate and adapt in relation to the changing needs for labor and modern technological society (Komaruddin, 1991: 14). Investment in education focuses on human beings as resources that will become capital (human capital) like capital (Gary S. Backer, 1962) which deals with activities that affect future real income through the placement of resources in human form.

Human capital here refers to labor as a factor of production that connects non-economic aspects of education to other economic aspects that have two essential characteristics, namely: (a). The quality of labor as a productive input cannot be divided and used separately. (b). The ability of such labor cannot be transferred to another person. In this connection, AceSuryadi (1991) revealed that according to the theory of human capital that is reflected in its skills, knowledge and work productivity.

He further stated that there is an investment model in the form of human resources that directly or indirectly conducts a relationship between educational indicators on the one hand and economic indicators on the other. The intended model is a cost analysis model and educational benefits (cost benefit analysis). This model is a very important methodology in analyzing education investment and can help decision-making to decide and choose between alternative allocations of limited educational resources in order to be able to provide the highest capabilities.

### ***c. The Role and Function of Economics in Education***

The role of the economy in education is quite decisive but not as an important role holder. Because there is another thing that determines the life or death and back and forth of an educational institution compared to the economy, namely the dedication, expertise and skills of the teachers. This is what is the key to the success of a school or college. This means that if the managers and teachers or lecturers have adequate dedication, are experts in their fields and have sufficient skills in carrying out their duties, it is possible that the educational institution will successfully carry out its mission even with an inadequate economy. The economic function in education is to support the smooth process of education, not is a developed capital and also the economic role in schools is also one part of the educational resources that make children able to develop cognition, affection, psychomotor to become a reliable workforce and be able to create their own jobs, have a work ethic and can live frugally. Apart from supporting the educational process, education economics also serves as a subject matter in economic problems in human life.



Thus the role of the economy in education is limited to things: (1). Fulfillment of educational needs that cannot be made by yourself such as infrastructure and facilities, media, props and so on. (2). Finance all building equipment, such as water, telephone electricity. Pay for the services of all educational activities. (3). Develop individuals who behave economically, such as; learn to live frugally. (4). Meet the basic needs of educational personnel. (5). Increase work motivation. (6). Increase the passion of education personnel.

Economic growth in Indonesia is also influenced by general education and Islamic education. Therefore, the importance of the meaning of education for economic growth in Indonesia by increasing learning productivity so that the successors of the nation who are still studying can better understand economic science and can improve the economy in Indonesia which is in a downturn.

With the increasing economic needs, it is the education factor that will help the economic growth, because with education it will produce more professional qualities of Human Resources (HR) both for the industrial sector and the agricultural sector, and from there it will have an impact and influence on the economic growth of the Indonesian nation in the future.

The concept of education in general as an investment described as an intervention of economic forces (*education as investement*) has developed rapidly and is increasingly believed by every country that the development of the education sector is a key prerequisite for the growth of other development sectors. The concept of human *capital investment* that can support economic growth must also be built and developed from an economic structure and system that supports the emergence of quality education.

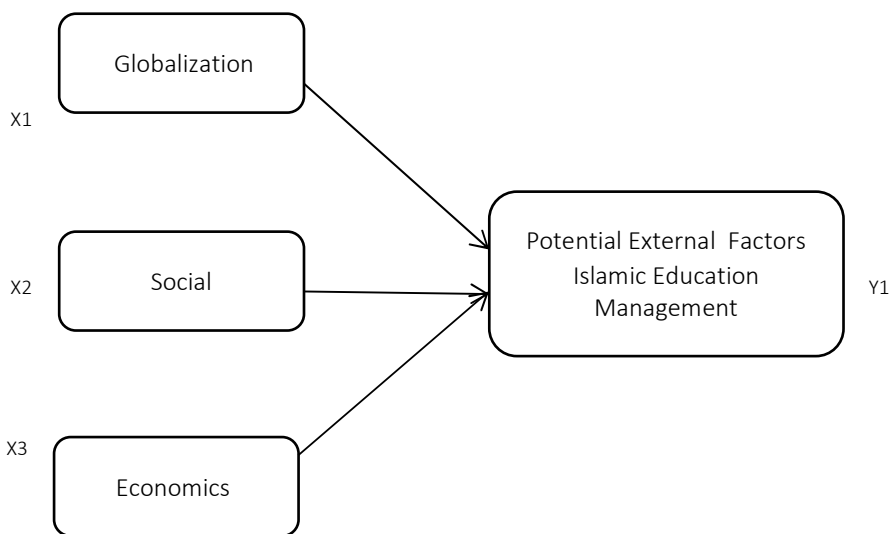
Islamic education greatly contributes significantly to economic development, it has become an absolute and axiomatic justification. Various academic and empirical studies have proven the validity of the thesis.

According to the theory of human capital, the contribution of education is very influential on economic development. The contribution can be achieved through improving skills and work productivity. The rapid economic growth in Asian countries and the progressive change in production towards high-tech industries and services resulted in increasing demands from the business world on the need for skilled and educated (quality) human resources. These quality human resources can only be produced by a quality education system as well. Human capital theory assumes that formal education

is the most important instrument for producing an economic order that has high productivity.

### Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the process of thinking about this article is as below.



**Figure 1: Conceptual Framework**

Based on the conceptual framework picture above, then: Globalization, social change, and economics affect the External Potential of Islamic Education Management.

Apart from these three exogenous variables that affect the External Potential of Islamic Education Management, there are many other variables that affect it including: Government Policy and Self-motivation and socio-culture.

### D. Conclusion

Based on the theory, relevant articles and discussions, hypotheses can be formulated for further research: (1). Globalization affects the External Potential of Islamic Education Management. (2). Social Change affects the External Potential of Islamic Education Management. (3). The economy affects the External Potential of Islamic Education Management.

Based on the problems of apada this paper that external factors in the system in exploring the potential of education in Indonesia are influenced by three, namely: First, factors golabalize education. Globalization does open up opportunities for national education, but at the same time it also presents challenges and problems in national education. Because education in principle carries out the ethics of the future, the world of education must be willing to accept and face the dynamics of globalization as part of today's educational problems. Second, factors Social change. In relation to the paradox in the reciprocal relations between education and social change, countries that are not able to keep up with the latest industrial revolution will lag behind and gradually lose the ability to maintain their position as independent states. In other words, the inability to manage and keep up with the dynamics of social change is as meaningful as preparing for backwardness. The problem of social change, thus, must be an important agenda in the thinking and praxis of national education. Third, fEconomic actors in Education. The contribution of education is very influential on the development of the economy. This contribution can be achieved through improving work skills and productivity.

The rapid economic growth in Asian countries and the progressive change in production towards high-tech industries and services resulted in increasing demands from the business world on the need for skilled and educated (quality) human resources. These quality human resources can only be produced by a quality education system as well. Human capital theory assumes that formal education is the most important instrument for producing an economic order that has high productivity.

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