The Urgency of Higher Education Human Resource Management and Application of Theory Z as a Development Strategy

Muhammad Abdul Ilah and Sa'idur Ridlo
Institut Agama Islam Al Khoziny, Sidoarjo, Indonesia
abduh@alkhoziny.ac.id, saidurridlo3@gmail.com

Wiwin Luqna Hunaida
Universitas Islam Negeri Sunan Ampel Surabaya, Surabaya, Indonesia.
wiwinluqna@unsby.ac.id

Millatus Shofi and Moch. Zakki Mubarok
Institut Agama Islam Al Khoziny, Sidoarjo, Indonesia
millatusshofi@gmail.com, maszakkimubarok@gmail.com

Abstract

Research conducted by Ida Kintamani (2011) and Elisabeth Maria (2021) provides an overview of the condition of human resources at several universities in Indonesia. The suggestions from the two researchers hint at the importance of developing human resources in higher education, to provide a better quality of education. In this study, the researcher presents the importance of human resource management in universities while offering theory Z as one of the HR development strategies. Literature research is the method of choice for researchers, to get the best references to be a reference for universities in developing the quality of human resources. Human resource management is seen as a fairly important role in the organization. The role of Theory Z in the cycle of trust, self-motivation, reward systems, skill improvement training, joint control, decision making and quality learning is to guide for management to improve institutional performance by motivating employees by paying attention to the institutional culture that continues to be developed. The purpose of applying Theory Z in management is to build loyalty that focuses on the roles and positions of employees so that employees feel comfortable working, feel an important part of the institution, and in the end employees will work more effectively and efficiently to improve institutional performance.

Keywords
HR Management, Theory Z and HR Development.

1. Introduction
A study conducted by Ida Kintamani Dewi Hermawan (2011) concluded 7 things. Related to Human Resource Analysis of Higher Education. First, in terms of the profile of institutional universities, students, and lecturers, it turns out that private universities are always bigger than state universities. Even though Private Universities reach 97.24%, it turns out that only 58.39% of students and 71.83% of lecturers. This shows that the average number of students in private universities is smaller than in public universities. Likewise, private university lecturers. Second, the feasibility of teaching lecturers is very low at 37.65% with the condition of State Universities being 71.35% better than Private Universities at 24.43%. In contrast, permanent lecturers turned out to be quite large at 67.82% with the condition of State Universities being 95.53% greater than in Private Universities at 56.95%. Third, lecturers with the largest functional assistant positions are 37.32% and the smallest are professors at 3.59% while the largest State Universities are head lectors at 34.04% and the largest Private Universities are assistants at 40.68% and the smallest is a professor at 3.10%. Fourth, senior lecturers are 19.84% and more are in State Universities by 35.83% and in Private Universities

by 13.56%. Fifth, retiring lecturers turned out to be quite large at 12.85% when compared to education staff at 5.52%. Sixth, the largest education staff diploma is the Baccalaureate at 34.82%, the same is true for State and Private Universities at 36.30% and 33.18%, respectively. Seventh, based on composite indicators, the quality of higher education nationally only reached 49.85%.

Elisabeth Rukmini and Maria Dwi Ardiana (2021) also conducted a similar study related to Human Resources in Indonesian Universities during the COVID-19 pandemic: Working from home and its policies and came to the conclusion that in improving the quality of WFH, policies, standards, and the leadership board of directors to the level of the unit leader, arranged in the HR management system. The highlight of the results of the study was mainly on the mechanism for monitoring the performance of higher education human resources during WFH. In terms of capacity building for higher quality, higher education institutions need to provide access to skill enrichment for their employees. This can be realized in various ways, including distributing information equally to employees through a knowledge-sharing system. WFH sustainability and the combination of WFH+WFO can be carefully planned by universities within the framework of improving the quality of higher education through qualified human resources, working efficiently and effectively.

Based on the two previous studies, the researcher is interested in studying in more depth about human resource management in higher education in a study entitled "The Urgency of Higher Education Human Resource Management and Application of Theory Z as a Development Strategy".

2. Method
The research was carried out using library research. This research is faced directly with data or texts that are presented, not with field data or through eyewitnesses in the form of events, researchers only deal directly with sources that already exist in the library or data are ready to use, as well as secondary data used (Snyder 2019).

Mendes et al. (2020) stated that the literature research process was carried out by reviewing the literature and analyzing the relevant topics that were combined. Bibliography searches can take advantage of sources in the form of journals, books, dictionaries, documents, magazines, and other sources without conducting field research. Apriyanti et al. (2019). Stating that the provision of a new theory with the support of appropriate data collection techniques is a form of literature review. The technique used in collecting data in this study uses secondary data, namely by collecting data indirectly by examining the object in question.

After collecting several journals related to human resource management, then analyzing the data using descriptive qualitative analysis through literature study, the results of the analysis in the form of descriptive data in the form of written sentences and behavioral results observed from the results of research conducted by previous researchers.

3. Discussion
3.1. Human Resources
Human resources are an integrated ability of the thinking power and physical power of the individual, the behavior and nature of which are determined by heredity and the environment, while work performance is motivated by the desire to fulfill his or her satisfaction. (Widodo 2015). Sutrisno 2009, the resources needed to run the organization cannot be seen as a stand-alone part but must be seen as a formidable unit to form a synergy. In this case, the role of human resources is very decisive.

Human resources are the only resources that have feelings, desires, skills, knowledge, encouragement, power, and work (ratio, taste, and intention). All of these potential human resources affect the organization's efforts in achieving its goals. No matter how advanced technology is, the development of information, the availability of capital, and adequate materials, if without human resources it is difficult for the organization to achieve its goals.

According to Werther and Davis (1996) in Sutrisno (2009) state that human resources are employees who are ready, capable, and alert to achieving organizational goals. As stated, that the main dimension of the resource side is its contribution to the organization, while the main human dimension is the treatment of contributions to it which in turn will determine the quality and capability of life.

According to Ndraha (1999) in Sutrisno (2009:4), high-quality human resources are human resources capable of creating not only comparative value but also competitive-generative-innovative values by using the highest energies such as intelligence, creativity, and imagination; no longer solely use crude energy, such as raw materials, land, water, muscle power, and so on.

Human resources are defined as a source of strength that comes from humans that can be utilized by the organization. By adhering to this understanding, human resources are human resources and our power. From these various understandings, it can be interpreted that human resources are resources that have potential, contributions, and roles that influence efforts to achieve organizational goals.

3.1.1. Human Resource Management

Munurut Hasibuan (2014), Management is the science of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal. Management is a tool to achieve the desired goal. Good management will facilitate the realization of organizational goals, employees, and society. With the management of usability and usability, the elements of management will be improved. The management elements consist of 6 M, namely: man, machines, materials, method, money and market.

Figure 1. 6 M Manajemen Elements

Actually, management comes from the word to manage which means to regulate. So the question arises about what is regulated, what is its purpose, why should it be regulated, who regulates it, and how to regulate it. (Hasibuan, 2014).
a. *Arranged* all elements of management.
b. *Destination set* is to make 6 M more efficient and effective in realizing goals.
c. *Must be arranged* so that the 6 M is optimally useful, well-coordinated, and integrated into supporting the realization of organizational goals.
d. *Which govern*s a leader with leadership, namely top management, middle managers, and supervision.
e. *How to set it* is to carry out the sequential activities of the management function.
The basics of management according to Hasibuan (2014), are as follows:
a. There is cooperation among a group of people in formal ties;
b. There are common goals and common interests to be achieved;
c. There is an orderly division of work, duties, and responsibilities;
d. The existence of formal relationships and good disciplinary bonds;
e. There is a group of people and the work to be done;
f. There is a human organization.

Human resource management is seen as a fairly important role in the organization. HR management is a process that includes evaluating HR needs, getting people to meet those needs, and optimizing the utilization of these important resources by providing the right incentives and assignments, to match the needs and goals of the organization in which HR is located.

According to Gerry Dessler (2011) in Widodo (2015) argues that "Human resource management is the process of acquiring, training, appraising, and compensating employees, and attending to their labor relations, health and safety, and fairness concerns". Human resource management is the process of acquiring, training, appraising, and compensating employees, paying attention to their employment relationship, health, safety, and fairness issues.

In the opinion of Edwin B. Hippo (1981) in Widodo (2015), namely "Personal management is the planning organizing directing, and controlling of the procurement, development, compensation, integration, maintenance, and separation of human resources. to the and that individual, organizational, and societal objectives are accomplished". Personnel management is the planning, organizing, directing, and controlling of the procurement, development, compensation, integration, maintenance, and termination of employees, with the aim of realizing the goals of the company, individuals, employees, and society.

According to Mathis & Jackson (2012) in Widodo (2015), Human resource management (HRM) can be defined as the science and art that regulates the relationship and role of the workforce to be effective and efficient in the use of human capabilities in order to achieve goals in the workplace. every company. According to Noe, et al (2008:4) in Widodo (2015), human resource management (HRM) is a policy, practice, and system that affects the habits, attitudes, and performance of an employee.

According to Bohlander and Snell (2010) in Widodo (2015), human resource management (HRM) is a science that studies how to empower employees in companies, create jobs, and work groups, develop employees who have the ability, identify an approach to be able to develop employee performance and reward them for their efforts at work. From the various opinions above, it can be defined that human resource management is a science used to manage people or employees, or workers in accordance with the expected organizational goals. According to Widodo (2015), The role of human resource management proposed by Hasibuan (2005) in Widodo (2015) includes:
a. Determine the number, quality, and determination of an effective workforce in accordance with company needs based on job descriptions, job specifications, and job evaluations.
b. Determine the withdrawal, selection, and placement of employees based on the right man in the right job.
c. Establish welfare, development, promotion, and termination programs.
d. Forecasting supply and demand for human resources in the future.
e. Estimating the state of the economy in general and the development of the company in particular.
f. Carefully monitor the changing laws and policies for the free provision of services by similar companies.
g. Monitor technical progress and guild developments.
h. Carry out education, training, and assessment of employee performance.
i. Manage employee mutations both vertically and horizontally.
j. Arranging pensions, terminations, and severance pay.

One of the important activities in HR management is to determine HR needs for the organization and develop an activity plan to able to meet these needs. (Widodo 2015).

According to Widodo (2015), HR planning is connecting existing human resources to the company's future needs to avoid mismanagement and overlapping in the execution of their duties.

The purpose of HR planning is to ensure optimal use of human resources in the current organization and to provide the human resources needed by the organization in the future, both in terms of quality and quantity. (Widodo 2015). The function of HR planning is to formulate and integrate HR plans with organizational plans, examine social, technological, and other factors so that they have an impact on work and individuals on the needs and availability of HR for the organization; make HR predictions, support procurement, allocation, competency, and HR development activities. (Widodo 2015).

The objectives of human resource management according to Cushway in Sutrisno (2009:7) include:
a. Giving consideration to management in making HR policies to ensure that the organization has motivated and high-performing employees, have employees who are always ready to cope with changes and fulfill their legal obligations;
b. Implement and maintain all HR policies and procedures that enable the organization to achieve its objectives;
c. Assist in the development of the organization's overall direction and strategy, particularly with regard to HR implications;

d. Provide support and conditions that will help line managers achieve their goals
e. Deal with various crises and difficult situations in employee relations to ensure that they do not hinder the organization from achieving its goals;
f. Provide a medium of communication between workers and organizational management;
g. Act as a custodian of organizational standards and values in HR management.

Meanwhile, according to Schuler et al in Sutrisno (2009), HR management has two main objectives, namely: Improve productivity levels;
a. Improving the quality of working life;
b. Ensuring the organization has complied with the legal aspects.

3.2. Quality of Higher Education

Sudarsana et al (2014) in the Quality Policy Book of the Denpasar State Hindu Dharma Institute, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have self-control, personality, intelligence, morals. noble, and the skills needed by himself, society, nation, and state. Education can prepare quality human resources who are ready to fill development and advance the nation. Higher education is a level of formal education after secondary education. Higher education organizes learning, research, and community service activities by upholding the values of national unity so as to produce competent graduates. One of the efforts to improve the quality of higher education is to develop quality assurance in higher education. With Quality Assurance is expected to grow a culture of quality.

The management model for the implementation of the Internal Quality Assurance System is designed, implemented, and continuously improved based on the PDCA (Plan, Do, Check, Action) model. With this model, the goals to be achieved will be determined in advance through the right strategy and series of activities. Then, the achievement of goals through these strategies and activities will always be monitored regularly, evaluated, and developed in a better direction on an ongoing basis. With the PDCA management model, you must periodically carry out a self-evaluation process to assess the performance of your own unit using established standards and procedures. The results of the self-evaluation will be reported to the head of the unit, all staff in the unit concerned, and the head of the institute. Against the results of the self-evaluation, the unit leader and the institute head will make decisions about the steps or actions that must be taken to improve and improve quality. (Sudarsana et al. 2014).

Sudarsana et al (2014) in the Quality Policy Book of the Hindu Dharma Negeri Denpasar Institute, described several principles that underlie the mindset and action patterns of all PDCA-based quality control management behaviors including:
a. Quality first (Prioritizing quality and quality) All thoughts and actions of education managers must prioritize quality and quality.
b. Stakeholders. All thoughts and actions of education managers must be aimed at the satisfaction of all stakeholders.
c. Speak with data. Each implementer must take action and make decisions based on the analysis of the data obtained first, not based on assumptions that must be satisfied.
d. Upstream management (decision-based on SHIP Approach). All decision-making is done in a systemic, holistic, interdisciplinary, and participatory manner, not authoritative.

The implementation of the PDCA model in quality assurance management is regulated in four stages as follows:
a. Planning. In this stage, the university leadership establishes a plan (plan) in the form of goals to be achieved through a strategy as outlined in a quality policy with various quality standards and a series of activities in the context of preparing an internal quality assurance system.
b. Implementation. In this stage, all levels of work units, both academic and non-academic, which include the level of institutes, institutions, faculties, postgraduates, departments, study programs, laboratories, and other technical implementing units must carry out (do) activities in accordance with quality standards, standard operating procedures (SOPs). and the specified form.
c. Control. At this stage, all work units must evaluate (check) to assess the performance of their units at the end of each semester using established procedures.
d. Development. Based on recommendations from the auditor team, the head of the relevant unit and the head of the university make decisions about the steps or follow-up actions that must be taken. If the audit results indicate that the specified quality standards have not been or have not been achieved, further studies must be carried out

immediately and then integrated into the next quality standard. If the audit results have reached the standard, the planning process in the next cycle must be improved so as to produce kaizen or continuous quality improvement.

The four stages are intended to ensure that every activity in providing education in Higher Education is guaranteed quality and each work unit always carries out evaluations to find its strengths and weaknesses so that changes can be made towards continuous quality improvement. (Sudarsana et al. 2014) According to Sudarsana et al (2014) in the Policy Book of the Denpasar State Hindu Dharma Institute, quality standards include aspects of academic and non-academic activities consisting of seven BAN-PT quality standards integrated with the National Higher Education Standards as mandated by Law No. 12 of 2012 which includes:

a. Standards: Vision, Mission, Goals, Goals, Strategy. Contains a basic framework that provides direction to the study program in the formulation and implementation of its main tasks. The basic framework in question includes the vision, mission, goals, objectives, and strategies for achieving them. The basic framework above is described by each study program based on the formulation of the faculties and institutes so that these standards contribute to the achievement of the overall vision of the institution.
b. Standard Governance, Leadership, Management System, and Quality Assurance. This standard contains the basic principles that govern how a unit/study program is managed based on the principles of good university governance (GUG) which prioritizes effectiveness, efficiency, transparency, and accountability.
c. Standard Students and Graduates. Includes several basic measures that can be an indicator of an effective learning process and at the same time a reflection of the quality of graduates. These standards should be formulated at all levels of academic management, with the principles at the highest level being the minimum.
d. Standard Human Resources (HR). Human resources that support academic and administrative processes must meet the minimum qualification requirements. For lecturers to fulfill minimum educational qualifications, functional and professional positions must be the main ones. In addition, the ratio of the number of lecturers to students and the distribution of fields of knowledge are also standards that must be considered. Furthermore, education personnel must have competencies that support the entire administrative process effectively and efficiently.
e. Standard Curriculum, Learning, and Academic Atmosphere. The input, process, and atmosphere of the learning process must support the formation of outputs/graduates. The curriculum must be developed based on the paradigm of the unity of science that is adapted to the dynamics of society. The academic process is carried out by taking into account the principles of educational science with the support of a conducive academic atmosphere for achieving maximum results.
f. Standard Financing, Infrastructure, Facilities, and Information Systems. Financing standards must be based on unit needs as reflected in planning documents that contain performance targets.
g. Standard Research, Community Service, and Research Collaboration and community service is carried out based on fairness and involvement of lecturers through a competition mechanism. Cooperation is built based on understanding to achieve benefits for both parties.

3.3. Theory Z
Organizational Theory Z was developed by William G. Ouchi in his 1981 article entitled Theory Z: How American Business Can Meet the Japanese Challenge. This theory is a combination of American management and Japanese management, where all the shortcomings of both theories are eliminated and take advantage of both theories (Ouchi 1981). According to Ouchi, there are 12 strategies for a typical organization that wants to apply Theory Z to its company.

a. People who are doubtful or skeptical are guarded because by frequently involving these people in work, without considering them different, trust will arise after understanding each other.
b. Company management should re-audit its philosophy, taking lessons from past experiences and asking employees how the company should be.
c. The company's management must notify the company's leaders of the results of the philosophy audit. And company leaders must be willing to listen to the results obtained by management with an open mind so that there can be trust between management and company leaders.
d. The company must have a good and motivating work structure so that when someone struggles, they believe that the team will fight with him together.
e. Companies must build some interpersonal skills, such as communication. So employees know how to respect the manager and when to interrupt the conversation.
f. Companies must test themselves and their systems, and the extent to which Theory Z has been implemented.
g. Companies stabilize jobs. This can be done by providing challenges or variations of tasks to employees.

h. The company designed a slow evaluation and promotion.
i. The company expands its employees in their career paths. It means providing experience in several different aspects so that the person knows what each department is doing. This is done to retain employees in the company.
j. Company management must practice theory Z at the lower level. Changing this habit of course must start from the top by improving management professionalism so that management can go through the problems that will be faced at lower levels.
k. The company must design a place where every employee can participate in the company's decision-making.
l. Companies must get used to the attitude of kinship with everyone.

Table 1. Theories X, Y and Z

	Theory X	Theory Y	Theory Z
It is Human Nature To	Avoid work Need compulsion Shirk responsibility Seek to commanded Value security Lack ambition	Find work natural if commited, Show initiative Self-control Self-direction Seek-responsibility Value creativity	(Same as Y)
Commitment	Irrelevant	People need to commit to the organization	The Organization needs to commit to people.

Table 2. Basic Conflicts and Theories

	Theory x	Theory Y	Theory Z
Following Policy vs sensitivity	Possible conflict	Possible conflict	Possible conflict
Delegating authority vs authorized goals	Possible conflict	Possible conflict	No Conflict
Process vs Product	Possible conflict	Possible conflict	Possible conflict
Power vs morale	Possible conflict	No Conflict	No Conflict

Theory Z was applied in the field of education by William Ouchi in 1993 which resulted in the quality of educational institutions paying attention to the following 6 elements:
a. trust,
b. self-motivation,
c. reward system,
d. skill improvement training,
e. joint control and decision making as well as
f. quality learning.

The role of Theory Z in the cycle is to provide guidance for management to improve institutional performance by motivating employees by paying attention to the institutional culture that continues to be developed. The purpose of applying Theory Z in management is to build loyalty that focuses on the roles and positions of employees so that employees feel comfortable working, feel an important part of the institution, and in the end employees will work more effectively and efficiently to improve institutional performance.

The implementation of Theory Z is suitable for universities because the indicators used are in accordance with the overall conditions of universities, namely: trust, lifetime employment, joint decision making, comprehensive attention to employees who need adjustments so that they can absorb the values of the association, especially in the education management field.

3.3.1 Trust
According to William Ouchi in Lunenburg (2011), no institution can exist without trust and closeness. Theory Z in the field of education also emphasizes communication and trust relationships between leaders and those being led,

including close interpersonal relationships between students, lecturers and students, lecturers and lecturers, education staff and lecturers, and education staff and students. To build trust, Theory Z provides 5 directions that need to be done, namely: closeness and friendship, rules, professional experience, attention and empathy, communication, and habituation. Sources of trust are closeness, friendship, and communication can be built by carrying out ritual activities together as one of the important aspects of creating an organizational culture in daily activities.

Effective communication must be built between leaders and the entire academic community, built without barriers, can discussed at any time, regularly hold meetings to discuss problems in their respective units as well as convey information. In accordance with William Ouchi's suggestion for the implementation of theory Z in the field of education, to gain trust it is necessary to build effective communication between lecturers and students, lecturers and lecturers, lecturers and leaders, lecturers, leaders, and education staff (Wasono et al 2015).

3.3.2 Motivation

Higher education employee motivation in work is influenced by 2 factors, namely internal and external factors. Internal factors are everything that affects employee motivation that comes from the individual himself or self-motivation, this factor is a track record that forms a mindset, family background, attitude, religiosity, and everything related to personality. External factors are organizational influences that shape attitudes, behavior, and professionalism that comes from corporate cultures, such as employee rules, work environment, and colleagues. The two factors that influence employee orientation are worked out, so increasing employee motivation also requires 2 approaches that can motivate individuals and motivate groups or units.

Efforts to increase commitment and employee motivation can be done by various methods including the motivation theory of David Mc. Cleland with N-Ach mentions that this theoretical approach classifies employee motivation with general characteristics that can be distinguished into characteristics of need (need for power), need for friendship (need for affiliation), and people with the need for achievement (need for achievement). The approach to excel in lecturers is different from that of administrative staff. Lecturers as professionals need 3 motivational factors to provide the best performance, namely: 1) autonomy, aka freedom in their work. Lecturers usually have a basic desire to be able to carry out their tasks independently, such as research, teaching, dedication, 2) increasing expertise in the field they are engaged in,

Building human resources in universities with educated and highly educated personnel does not only pay attention to the financial welfare side such as salary, and insurance, but also provides stimulants so that enthusiasm and motivation to work emerge. Stimulants to provide this motivation do not have to be in the form of material but in the form of providing support, intellectual challenges, and opportunities. One of the motivational techniques for highly educated employees with a high level of independence and a high target to achieve organizational goals, a strategy is needed that can accommodate these interests. The groups created to achieve hese goals need to be accelerated and accommodated so that the capabilities of these lecturers can be channeled.

3.3.3 Decision-making and control sharing

The best performance according to Theory Z is if a policy or decision has the support of all lines of management and employees. Support is obtained when the decision-making or decision has been discussed collectively and there is a group responsibility. One way is to share control to give each other input and information on the leadership and structures below it so that the best decision is obtained.

The model of policy making and communication between the leadership of the Chancellor, Vice Chancellor, and Dean must be carried out as if there is no distance, can communicate and share at any time. All decisions/policies issued by the leadership have gone through a sharing mechanism, and evaluation so that it is a joint decision. The Chancellor together with his representatives takes policies collectively, although in the structure the responsibilities remain in accordance with their respective positions. This system can have implications if something goes wrong, the sense of guilt is felt in a congregation and if there is a success, it is a collective success (Nashir H. 2011). This relationship model can only be formed if the system has become a culture in a university.

3.3.4 Reward System

A fair reward system as one of the implementations of Theory Z in an educational institution is an important effort for organizations to reward their employees who have devoted themselves to the institution, are committed to, and contributed to the progress of the institution. According to William Ouchi in Lunenburg (2011), if the institution pays

attention to its employees who are committed to the goals, then the employees will have confidence that as long as they do and implement what the institutional program is, there will be equity in the end.

3.3.5 Training

The training provided is mostly done for lecturers and employees with the aim of improving performance, technical skills, and knowledge so that employees have the skills for the workload to be charged. On the other hand, leaders such as the Chancellor and Vice-Chancellor, Deans need to be trained in different materials from ordinary employees. The training carried out for certain levels has different competencies at other levels, as well as training for middle management levels that have different competencies.

The design of the training program as well as the internalization of values has the basis that each training is specifically designed according to its needs and each job has different stages and needs. The training model for various levels are distinguished according to the classification of leadership level, department level, study program, head of the Bureau, Head of Unit, and level of employees or ordinary lecturers.

Training can be carried out using the following models, including upgrading, refreshing, and job training. Upgrading is a refresher activity aimed at all higher education leaders. This activity can take the form of upgrading, workshops, or workshops for quality improvement and unity of steps in implementing leadership within the leadership environment. Refreshing is a form of non-formal training intended for leaders or employees.

In the early stages, prior to the training, an organizational needs analysis and a Training Need Analysis (TNA) were carried out. Analysis of organizational needs to analyze training needs based on the strategic needs of the institution in responding to future developments. Strategic needs are formulated with reference to two main elements: corporate strategy and corporate values. Corporate strategy is a strategy related to the choice of direction of the institution as a whole, as well as its management and corporate values are values within the company that can motivate employees to achieve company goals. Corporate values are formulated by leadership and designed to achieve the goals of the University as a whole.

Training Need Analysis (TNA) is an analysis to find out the training needs of all employees from upper, middle, or regular levels. The information obtained will help to determine what training is needed and then prioritize what training is really needed according to budget and time effectively.

4. Conclusion

Human resource management is seen as a fairly important role in the organization. HR management is a process that includes evaluating HR needs, getting people to meet those needs, and optimizing the utilization of these important resources by providing the right incentives and assignments, to match the needs and goals of the organization in which HR is located.

The management model for the implementation of the Internal Quality Assurance System is designed, implemented, and continuously improved based on the PDCA (Plan, Do, Check, Action) model. With this model, the goals to be achieved will be determined in advance through the right strategy and a series of activities. Then, the achievement of goals through these strategies and activities will always be monitored regularly, evaluated, and developed in a better direction on an ongoing basis.

The role of Theory Z in the cycle of trust, self-motivation, reward systems, skill improvement training, joint control, and decision-making and quality learning is to guide for management to improve institutional performance by motivating employees by paying attention to the institutional culture that continues to be developed. The purpose of applying Theory Z in management is to build loyalty that focuses on the roles and positions of employees so that employees feel comfortable working, feel an important part of the institution, and in the end employees will work more effectively and efficiently to improve institutional performance.

References

Chan, K.Y., Adrian, Y.L., Lim, K., Singh, S. 2007. *Measuring The Effect Of Values Internalization In a Military Training School*. www. Starnet.go.id. (Downloaded on 7 Agustus 2022)

DH, Ida. Analisis Sumber Daya Manusia Pendidikan Tinggi. *Jurnal Pendidikan dan Kebudayaan*. 17. 404. 10.24832/jpnk.v17i4.37, 2011.

Handari, S. dan Rahmawati, A., Evaluasi Implementasi dan Penguatan Nilai-nilai Dasar Persyarikatan Muhammadiyah pada Amal Usaha Muhammadiyah Bidang Pendidikan, *Maxsimum*, vol.1, no 2, 2011.

Hasibuan, M.S.P., Manajemen Sumber Daya Manusia*, Jakarta: PT. Bumi Aksara*, 2014.

Kadek, H.P., Manajemen Sumber Daya Manusia dalam Peningkatan Mutu Pendidikan di Perguruan Tinggi, *Jurnal Penjaminan Mutu*, vol. 1, no. 2, 2015.

Kesit, Bambang. *Manajemen SDM Dosen dalam Meningkatkan Mutu Pendidikan di Perguruan Tinggi*, http://www.bambangkesit.staff.uii.ac.id, Diakses pada tanggal 1 Agustus 2022.

Kusdi, Budaya Organisasi : Teori, Penelitian, dan Praktik. Jakarta: Salemba Empat, 2011.

Lunenburg, F. C., Understanding Organizational Culture : A Key Leadership Asset". *National Forum Of Educational Administration and Supervision Journal*, Volume 29 Number 4, 20211.

Lunenburg, F. C. "Organizational Culture –Performance Relationships: Views of Excellence and Theory Z, *Forum Of Educational Administration and Supervision Journal*, Vol. 29. No. 4, 2011.

Nashir, H., Kepemimpinan Dalam Muhammadiyah, *Suara Muhammadiyah*, Edisi No:01, Tahun ke-96, 1 – 15 Januari, 2011.

Ouchi, W. G. *Theory Z: How American Business Can Meet the Japanese Challenge*. Reading, MA: Addison-Wesley, 1981.

Putra, K., *Sertifikasi ISO Terhadap Kwalitas Perguruan Tinggi*, (http://komangputra.com, Diakses pada tanggal 1 Agustus 2022)

Rahardjo, M., *Desain dan Contoh Proses Penelitian Kualitatif*. https://uin-malang.ac.id/r/100501/desain-dan-contoh-proses-penelitian-kualitatif.html.(Diunduh 1 Desember 2011).

Robbins, S. P., *Organization Theory: Structure, Design, and Applications*. New York: Prentice-Hall, 2001.

Rochdi W., Peningkatan Sumber Daya Manusia Perguruan Tinggi Muhammadiyah Melalui Internalisasi Nilai Organisasi Berbasis Karakter, *Seminar Nasional Evaluasi Pendidikan Tahun,* pp. 571-581, *2014*, SNEP II Tahun 2014, ISBN 978-602-14215-5-0

Rukmini, E., & Ardiana, Sumber Daya Manusia di perguruan tinggi Indonesia saat pandemi COVID-19: Bekerja dari rumah dan kebijakannya. *Jurnal Akuntabilitas Manajemen Pendidikan*, vol. 9, no. 1, pp. 20-33. doi:https://doi.org/10.21831/jamp.v9i1.34997, 2021.

Sudarsana, I.K., et al. *Kebijakan Mutu Institut Hindu Dharma Negeri Denpasar*. Denpasar: Lembaga Penjaminan Mutu, 2014.

Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan &D)*. Bandung: Penerbit Alfabeta, 2009.

Supriyatno, T. *Model Internalisasi Nilai-Nilai Keagamaan di Ma'had Sunan Ampel Al-Ali UIN Malang*. www.pascauin.ac.id. (Downloaded on 1 August 2022)

Susanti, T., *Pentingnya MSDM Dalam Meningkatkan Kualitas Pendidikan*, (http://www.hrcentro.com, downloaden on 2 August 2022)

Sutrisno, E., *Manajemen Sumber Daya Manusia*. Jakarta: Kencana Prenada Media Group, 2009.

Widodo, S.E., *Manajemen Pengembangan Sumber Daya Manusia*. Yogyakarta: Pustaka Pelajar, 2015.

Biographies

Muhammad Abdul Ilah is a lecturer at the Al Khoziny Institute of Islamic Religion. He earned a bachelor's degree in Islamic Education S1 at IAI Al Khoziny as well as a Master's degree in Islamic Education Management at the same place. He Currently pursuing a doctoral program at the IKHAC (Institut KH. Abdul Chalim) Mojokerto, East Java, Indonesia.

Wiwin Luqna Hunaida is a lecturer at Sunan Ampel State Islamic University (UIN) Surabaya, Indonesia Sidoarjo Jawa Timur Indonesia, "*Electability Of Online Learning In The Perspective Of Parents At Mi Plus Al-Mahmud During The Covid-19 pandemic*" is one of her research.

Sa'idur Ridlo is a lecturer at the Al Khoziny Islamic Institute (Dept. Islamic Education) Sidoarjo Jawa Timur Indonesia, Currently pursuing a doctoral program at the UNISMA (Universitas Islam Malang) Malang, East Java, Indonesia.

Millatus Shofi is a lecturer at the Al Khoziny Islamic Institute (Dept. Islamic Education Management) Sidoarjo Jawa Timur Indonesia, she comes from Indonesia, Sidoarjo, East Java, Shofi, a TPQ At-Taubah teacher, enjoys participating in training activities (supporting munaqis team, munaqis munaqosyah santri) he is currently a speaker memorizing Asma'ul Khusna at the At-Tartil method at the Al-Qur'an teacher meeting an, he published a journal on the problematics of implementing the 2013 curriculum in the subjects of Islamic religious education and character education in high school (SMA), Educational philosophy portrait through the analysis of Indonesian movie based on pesantren theme, completed research on computer-based national examination evaluation management (UNBK). at SMK, and he served as secretary of the sub-district BPD as well as supervisor of BPD performance reports.

Moch. Zakki Mubarok is a lecturer at the Al Khoziny Islamic Institute (Dept. Islamic Education Management) Sidoarjo Jawa Timur Indonesia, Currently pursuing a doctoral program at the IKHAC (Institut KH. Abdul Chalim) Mojokerto, East Java, Indonesia.