

EDUCATION AS A HUMAN INVESTMENT (Case Study of Human Investment at Darul Amin Islamic Boarding School, Southeast Aceh)

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ARTICLE INFO

Keywords:

Education;
Human Investment;

Article history:

Received 2022-11-27
Revised 2022-11-30
Accepted 2022-12-04

ABSTRACT

Human investment is educating humans in the long term to produce human resources from humans themselves with quality resources. What is expected from education is the birth of human beings who have knowledgeable resources and freedom of thought and based on faith. If humans are educated to produce quality human resources like investing, with this capital will produce more. Likewise, humans become capital, it will produce outputs that will improve the quality of oneself, family, environment, organization, even in a nation or state. From an Islamic perspective, education has played an important role in efforts to produce reliable human resources and can answer the challenges of the times. Human resources are a human investment movement.

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1. INTRODUCTION

Whether or not a country is good is determined by education within that country. To improve the quality of a country, one of the most strategic steps is through education. Through this education, it will have qualified individuals who will manage the country. The quality of the individual is certainly very influential in the system of government, and vice versa the low quality of the individual, will give birth to a low and even bad quality of government. The factor of it all depends on how the education is within the region or country.

In Islamic epistemology as the basis of educational insight through an in-depth, comprehensive, systematic and directed study of its object, namely how to humanize humans with all the problems they are currently facing, the priority

is human competence itself. As education issues continue to change and evolve, reform is a necessity (Buseri, 2015).

The expected result in the implementation of education is a change in behavior, in accordance with the purpose of education itself, namely improving work ability. The new ability (the result of change) is formulated in an educational goal. Basically, the purpose of education it is a description of knowledge, attitudes, actions, appearances, and so on (Notoatmodjo, 2015).

For a leader, it is also mandatory to provide education to those he leads. In this case the word of God Q.S. An Nisa'/4: 58: "*Allah commands you to lead the nations to their families, and if you judge among people to judge justly, Allah is blissful to preach to you, for Allah was hearing and seeing.*"

In the book of interpretation Ibn Katsir explains the word الأمانات which includes various components of the mandate that is obligatory to man, either God's rights to man or the mandate between servant and servant. God tells us to fulfill the mandate, if the mandate is not fulfilled in the world, then God will demand it in the doomsday (Syihabuddin, 2011).

Including in maintaining the mandate between servant and servant is to fulfill the rights of the people for a leader, one of the rights of the people that must be fulfilled by the leader is education. The leader of the state is obliged to provide education to his people. In addition to taking the meaning of the above paragraph about the obligation of a leader / government to provide education to his people / citizens, that in Constitution 45 Article 31 also states that citizens are entitled to education and the government is obliged to pay for it, and the cost is at least 20% of the state budget.

On the commemoration of National Education Day on May 2, 2019 which was released on the official website of the Ministry of Education and Culture, the Minister of Education and Culture of the Republic of Indonesia, Muhadjir Effendi gave his remarks that he claimed that the quality of education services in Indonesia has improved in recent years. In his remarks Muhadjir Efendi highlighted that the massive infrastructure development carried out by the government is one way to improve education services (*Potret Pendidikan Indonesia Di Tengah Perkembangan Teknologi*, n.d.).

Statistical data on dropouts of schoolchildren in Indonesia, it can be seen that the number of children who have dropped out of education at the formal education level is still high, although this figure has decreased in the last 2 years recorded in 2018. In 2016, the number of out-of-school children reached 60,066 students, then in 2017 the number of out-of-school children reached 32,127 students, and in 2018 out-of-school children reached 27. 939 students. With the

decline in dropout data of school children although still in significant numbers but with this decrease can be increased the Human Development Index (HDI) which according to data from the Central Statistics Agency (BPS) increased from 68.9% to 70.81% (*Angka Putus Sekolah Turun, Anggaran Pendidikan Fokus Di Akses Masyarakat - Pikiran-Rakyat.Com, n.d.*)

If analyzed from these data, although the number of out-of-school children decreased from 2016 to 2018, this figure is not a small number. With the decline in the number of out-of-school children, it can be seen in the Human Development Index (HDI) data that it has increased from 68.9 to 70.81 in Indonesia. This shows that education is one of the investments to improve the quality of life and even determine the progress of the country (Davies & Quinlivan, 2006).

One aspect of education is as one of the factors of production. According to the neo-classical economic theory land and labor must be distinguished from physical capital, that is, the tools, tools, and buildings used in the production process. In recent times the contribution of labor is divided into pure, simple labor, the contribution of human abilities and skills. This last factor, called human capital, is commonly regarded as the most important factor in the production process (Langgulung, 1992).

Although education in Indonesia is increasingly improving, efforts to continue towards perfection continue to be made. This can be seen in the inaugural speech of the President of Indonesia (Joko Widodo) after being inaugurated on October 20, said *"human resource development will be our top priority, building hardworking, dynamic human resources, building skilled human resources, mastering science and technology, inviting global talents to work with us"* (Prabowo, Farisa, & Sari, 2019).

The basic assumption of human capital theory is that a person can increase his income through increased education. Each additional year of schooling means, on the one hand, improving one's employability and income level, but on the other hand, delaying the receipt of income for one year in attending the school. In addition to the delay in receiving such income, the person who continues to attend school must pay the fee directly. Then the amount of income he receives in his lifetime, is calculated in present value or Net Present Value. This Present Value is distinguished in two ways, namely if the education is only until high school or continues to study in college before working (Atmanti, 2005).

To produce superior human resources, the president also expects to change the patterns of educational institutions and emphasize to students that there is creativity, being able to solve problems, a culture of queuing, and most

importantly adhering to the ideology of Pancasila. Addressing the Human Resources investment, the President said that this cannot be delayed, even in this case the presence of the state is indispensable. To achieve quality Human Resources and bring the country to progress requires quality education as well. Through this quality education, quality human resources will be formed as expected.

One of the Islamic educational institutions that has contributed to investing people through education to produce quality human resources is Darul Amin Islamic Boarding School which is located in Tanoh Alas Village, Babul Makmur District, Southeast Aceh Regency, which is owned by the local government. Since the establishment of Darul Amin Islamic Boarding School in 1998 has contributed to providing education for the community managed by the local government.

Although the local government has provided an Islamic educational institution, if you look back at the surroundings of the Darul Amin Islamic Boarding School community, there will still be children who should still be students, those who choose the path to drop out of school, and there are even some people who do not touch formal education. There are several types of individuals that we find in terms of the disconnection of children from their education, especially in formal educational institutions. *First*, there is a type of child who has dropped out of education because it arises from their own desires because they see their parents as less able to afford education which is carried by the child, then the child chooses to work. *Second*, there are also children who drop out of their education because of the encouragement of parents not to continue the child's education, although sometimes there is still a desire for the child to continue their education, then the parents tell the child to work for a living. *Third*, there is also a type of child who does not want to continue his studies on the grounds that there is not a single educational institution that matches himself in the area where the child lives. *Fourth*, it is indeed from the desire of the child himself not to go to school or not to touch education.

Parents' economic issue is the most numerous factors as observations have been made at the locus of this study. For this reason, Darul Amin took steps to invest in educators in the future. By financing several graduates to continue their education to a higher level. In addition, also provided financing to several other graduates to receive English education and training with the aim of improving language qualifications for Language development educators in Pesantren upon returning from the training.

2. METHODS

This research was conducted using a qualitative approach. Moleong said that research using a qualitative approach has characteristics, such as: (a) Researchers are the main instrument of obtaining data sources; (b) The data is in the form of words rather than numbers; (c) More emphasis on process, not on results; (d) Researchers tend to reveal the meaning of the observed state by conducting inductive analysis (Moleong, 2011).

Samiaji said that for a study researcher, having steps and stages that a person must go through. The steps taken in this study are: (a) Collecting data, including through interviews with key informants. This data collection stage is carried out to the point of saturation; (b) Interpreting data according to the mechanism; (c) Drawing conclusions on research findings (Saroja, 2021).

To obtain the data needed, in this qualitative research has several techniques to collect the data. This data collection technique is certainly in accordance with the purpose of the study. Bogdan and Biklen said there are three data collection techniques: (a) In-depth interviews; (b) Participant observation, and (c) Documentation (Bogdan & Biklen, 1998).

The subjects of this study are selectively selected informants who the researcher considers to be able to provide comprehensive information regarding the focus of the problem to be explored, they are: (a) Leader of Darul Amin Institution; (b) Deputy Head of Islamic School Affairs; (c) Principal of Madrasah Aliyah; (d) Head of Public Relations and Graduate.

Meanwhile, the objects used in this study are the graduates who have the status of being used as a cadre of educators in Darul Amin who are now financed to continue their education in several universities both at home and abroad, totaling 5 people. In addition, there are also several teachers who have been financed to improve English skills in Pare Kediri, who have now returned to Darul Amin Islamic Boarding School and developed the progress of the students' language.

The data will be analyzed qualitatively through three stages, they are: (a) data reduction, (b) data presentation and (d) drawing conclusions or verification, where these three components are interrelated in determining the final result of the analysis (Ridder, Miles, Michael Huberman, & Saldaña, 2014).

To strengthen the accuracy of the data findings, researchers refer to the use of data validity standards consisting of: credibility, transferability, dependability and confirmability (Sugiyono, 2005).

3. FINDINGS AND DISCUSSION

A. Darul Amin Islamic Boarding School Institute

Darul Amin Islamic Boarding School is located on Jl. Kutacane Medan - Km.31 Tanoh Alas, Babul Makmur District, Southeast Aceh. Until now, the system used in education and teaching in Darul Amin completely pure modern and integrated pesantren system, beside as a Pesantren its Institute also contains the junior high school and Senior High School education levels which were established starting in 1998.

Until now, Darul Amin has made very significant progress from the teaching and education system to the implementation of professional management. This is evidenced by the fulfillment of quality human resources and the increasing number of students. Briefly the profile of Darul Amin can be seen in the following table.

Table 1 : Brief Profile of Darul Amin Islamic Boarding School

Institution Name	:	Darul Amin Islamic Boarding School
Address	:	Tanoh Alas, District of Babul Makmur, Southeast Aceh Regency, Aceh Province.
No/Date of Establishment	:	205/107/1c/1998, Tgl, 8 Nop 1998
Pesantren Statistic Number	:	200006050015
Owner State	:	Dinas Pendidikan Dayah, Aceh Province.
Educational System	:	Integrated Pesantren.

(Data Source processed from the establishment document of Darul Amin as stated in the Notarial Deed and Decree of the Governor of Aceh Province in 2008)

B. Human Investment Thought Policy in Darul Amin

Human investment is an educational effort in the long term to produce human resources (Madjid, 1980). From an Islamic perspective, education has played an important role in efforts to produce reliable human resources that can answer the challenges of the times. Human resources are a human investment movement, because they have scientific complexity in line with the universality of Islam itself. Herein lies the positive correlation between the form of education that is built and the goals to be achieved (Yasmadi, 2002).

In carrying out the program of sensing prospective educators in Darul Amin, the Leadership and Teacher Assembly consisting of deputy leaders in all fields that also involve teachers have conducted meetings and dismissals of thoughts and opinions whose results are then outlined in a memorandum of mutual agreement.

Some of the things contained in the documents produced from the minutes of the meeting that have been held many times include: (a) The appointment of a cadre of educators is based on academic and non-academic achievements; (b) The written agreement between Pesantren and the cadres to be financed; (c) The allocation of financing funds is taken from the results of Pesantren's business from various business units; (d) The obligation for cadres to serve in the institution before being appointed as cadres and financed for the continuation of their education for a minimum of 1 school year.

From the results of the researcher's interview with the Head of Darul Amin, Muchlisin Desky, revealed that before it was decided that there was financing for some teachers as education cadres in the future, this had been discussed repeatedly at regular rallies and special meetings involving certain people, he said:

"Darul Amin has studied deeply before deciding to invest in the teachers we cadre. Why is this necessary? Because this Institute in the future will continue to develop more and more advanced, while Human Resources that match the criteria we expect are very minimal. So, instead of recruiting new teachers whose personal profiles we don't know yet, we better cadre these teachers for college and then come back when we're done."

From the statement of Darul Amin Leader above, it can be seen that first, the rationale for human investment in the field of continuing education in higher education is to become prospective teachers in the years to come. Secondly, the availability of new teacher candidates in the field many do not meet the criteria desired by this educational institution. In addition, prospective new educators who are recruited should have an educational background of License Graduate, this also sets other criteria, namely the willingness of teachers to live in the Pesantren complex and mingle and be able to animate the existing educational spirit. In terms of the spirit of education in Pesantren, many new recruitment teachers who have never

received education in Pesantren then experience difficulties and feel unfamiliar with their new world.

This was revealed by the Deputy Head of Pesantren and Graduate Affairs, Ahmad Paruqi Hasiholan Siregar that there are some or even many if totaled from 2010, teachers who later resigned because they were not used to the educational atmosphere in pesantren.

“There are many cases of new S-1 level teachers who graduated from Public Universities and even Islamic Colleges who used to have never attended Pesantren when their junior high and high schools felt that they did not want to teach. Because the burden of duty here is not only teaching in the classroom, there are other activities that the Leadership is also required to contribute. So, instead of us recruiting teachers like this which then the same case arises, it is better for us to charge our alumni from this pesantren to study according to the major we need both now and in the future.”

From the statement submitted by the Deputy Head of Pesantren and Graduate Affairs, it can be understood that the rationale for human investment in this field of education is for the achievement of teachers in the future who are in accordance with the desired education department and also in accordance with their souls with the existing nature of Islamic boarding school education.

From the reporting documentation of the existing cadres, it can be seen that currently there are as many as 5 people who have been subsidized for the cost of continuing their education by Darul Amin Islamic Boarding School, they are:

- 1) Muhammad Daud Farma, Graduate of 2013, Al-Azhar Egypt, Sharia Department; began studies in 2017;
- 2) Muhammad Yusuf Ariga, Graduate of 2016, Al-Azhar Egypt, Department of Arabic; Start of Study in 2018;
- 3) Nur Laili, Graduate of 2018, PTIQ Jakarta, Department of Ulum Al Quran, started her studies in 2019;
- 4) Jaya Syahputra, Graduate of 2018, UNIDA Gontor, Department of Islamic Finance, has been studying from 2020;
- 5) Refira Asri, Graduate of 2018, UNIDA Gontor, Department of Arabic Language Education. has been studying from 2020.

C. Implementation of Education as Human Investment in Darul Amin

In carrying out the program of sensing Graduate to continue their education, Darul Amin applies Planning, Organizing, Implementing and Controlling or Evaluating strategically so that this human investment program does not deviate from the set goal line.

1. Planning

Before launching this program, Pesantren had made a mature site plan for how this program would run well and not run away from its destination corridors. This was conveyed by the Head of Darul Amin that the search for alumni who are considered competent from the academic and moral side is the most important factor to be used as a candidate for cadre, only then from the factor of sincerity of the parents concerned their children to be made Pesantren educator in the future. Mr. Muchlisin said that:

“In determining who is made this cadre, we are not arbitrary. There are long assessments carried out, starting from the academics of each class, ethics when students, loyalty when serving and so on. This has indeed been carefully planned and asked for opinions from their respective homeroom teachers. Even the tendency to think about what major he will be we have asked for information from the cadres and we compare it with the test scores of the subjects. After that, we call the parents, we explain this program and ask for sincerity to give up their son to be the successor of Darul Amin in the future. Even we don't peg having to go back to serve how many years, kalu can be a lifetime. Since this is the institution of the ummah, Allah's way to shape the next generation of Islam”.

From this explanation, it can be concluded that the human investment carried out has gone through careful and structured planning studies from various authorities in Pesantren. As for the planning of the funds used, it can also be known that it has been prepared in advance. The profits from each business unit in Pesantren are then collected every month and allocated as part of this human investment funding in addition to capital expenditures for the development of the business.

This was revealed by the Deputy Head of Madrasah Mr. Wahyudi that the funds used for this program are the work of Pesantren business units.

“Pesantren has several business units, such as kitchen cooperatives, men's and women's cooperatives, men's and women's canteens, laundry, fisheries and plantations. All of this results in finances which are then managed and

the profits are set aside for soldering costs. And this has been done for many years to the present."

2. Organizing

In sending cadres who will continue their education in several universities, Darul Amin created a personnel structure that is specifically assigned to establish cooperation with the institutions to be targeted, either directly or with third parties who already have a network with the university.

As the executor and person in charge of this task, the personnel assigned are the Head of Public Relations and Alumni Affairs, Mr. Mawardy. In this case he said that,

"Before we send them there, we or I in particular establish direct or indirect communication with the college. Like to UNIDA Gontor, yesterday we went there to meet and explain about our program. So that they can understand that this student has the status of an official cadre. But there are also those that we do not establish direct cooperation because it is not possible for the time being, such as to Egypt. But we are only helping these cadres to get ease there, through third parties."

From the narrative of the Head of Public Relations and Alumni, information was obtained that there is a structured and mature form of organizing in the implementation of this human investment program. So that the cadres really get direction and guidance in their studies.

3. Actuating

To minimize disturbances and obstacles in the implementation of the cadre formation program, Darul Amin implements a *two-way communication system* and *top-down* and *bottom-up management*. The two-way line of communication is intended to obtain real-time information about the current state of affairs about the cadre and its finances. Cadres without a set time may provide information on the disruptions and obstacles experienced in both academic and administrative matters. Likewise, the Pesantren side can ask questions and find information about the condition of its cadres.

This was revealed by the English training cadres in Pare, Kediri Mr. Supri Azid Pagan, et al who were asked for information as comparative data in this study, they affirmed:

“Sometimes we can call from the Leadership, the timing is uncertain, asking about our condition, both the progress of our language training and finances. We also sometimes call him to ask about the news of Pesantren and others. The point is to let each other know what our obstacles are.”

4. Controlling or Evaluating

In terms of reviewing the progress and results of the achievement of this human investment program, overall Darul Amin Southeast Aceh always holds regular evaluations both within the semester period and in conditions that are not timed. Alumni reporting documented in the form of study cards and other certificates are always evaluated to determine policies in the midst of implementing the ongoing program.

In this case, the Deputy Head of Madrasah Affairs said that the evidence of the achievements of each cadre was kept and at a special meeting was evaluated,

“On a regular basis, there is a special discussion about the cadres who are studying, it is not uncommon for those results to be set as the basis of a special policy if there are unsatisfactory results, such as calling cadres who have a rather conspicuous GPA or others.”

As it is known that control and evaluation of a program is absolutely necessary to know the extent to which it is implemented. This is as stated that the Deputy Head of Madrasah has been implemented and continues to be carried out in order to ensure that the human investment program is in accordance with the objectives.

4. CONCLUSION

Darul Amin Islamic Boarding School not only divests its financial field in facilities and infrastructure alone, but also to the individuals in it in the form of continuity of study as well as short education and training. With the human investment carried out, Darul Amin already has certain candidates for the next generation of education, and this makes it look more optimistic to face educational problems in the future, especially about the criteria for the suitability of educators with the nature of Islamic boarding schools.

Furthermore, from the conclusion of this research it can provide some advice, especially for similar educational institutions, such as: (a) Policymakers should start from now on planning, for those who have not started or modeled the implementation that has been implemented, for those who are implementing the same program in terms of implementing this program; (b) It should be for the

person in charge of the implementation of the Darul Amin Southeast Aceh, in this case the Aceh Provincial Pesantren Education Office can help fund the cadres who are studying, considering that so far the cadre education financing is still in the form of Pesantren independent funds.

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