

Experiences of the Yayasan Pendidikan Islam (Yapis) di Tanah Papua in Extending Human Resources

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Abstract

The territory of Papua has many obstacles for transportation and human resource development for indigenous Papuan. In this situation, Yayasan Pendidikan Islam (Yapis) di Tanah Papua emerges as one of institutions committed in helping the people and government in Tanah Papua to improve the quality of human resources intensively. Yapis has contributed significantly to improve quality of human resources is 198 educational institutions have spread from basic education to higher education in Tanah Papua. This research was carried out with a qualitative design with a case study format. Information containing data and facts was obtained through interviews, observations, and documentation studies from main sources, such as Yapis administrators, managers of educational institutions (UPT) under Yapis, students, and stakeholders. Analysis of the validity of the information obtained in this paper using the data cross-check method. The results show that Yapis's strategic planning in the development of human resources in Tanah Papua includes the decision on policies regarding the establishment and development of UPTs under Yapis, planning for the availability of human resources, attractiveness of educational facilities and infrastructure to the existence of extra-curricular activities (extracurricular), cadre and fulfilment the welfare of Yapis human resources optimally.

Keywords: Development; Education; Human Resources; Tanah Papua; Yapis

INTRODUCTION

Papua is the second largest island in the world after Greenland and the largest in Indonesia ([Pemerintah Provinsi Papua, 2022](#)). Papua Island has an area of about 421,981 km², the island of Papua is at the eastern end of the Indonesian territory, with the potential for natural resources of economic and strategic value. More than 71% of Papua's territory is a stretch of tropical rain forest that difficult to be reached, because it consists of steep valleys and high mountains, and part of the mountains is covered by snow. This condition becomes an obstacle for transportation and human resource development for indigenous Papuans ([Ismail, 2012](#)). The lack of infrastructure and teachers are still a major problem. The low attention to education impacted the achievement of the human development index (HDI). For example, the HDI in Papua in 2022 is 61.39 or the lowest in Indonesia ([Badan Pusat Statistik, 2022](#)).

It is the right of every citizen to receive education and the right is also considered important in Indonesia ([Affandi, 2017](#); [Sujatmoko, 2010](#)). The 1945 Constitution of Indonesia, Article 31 paragraph (1) states that every citizen has the right for their education. Confirmed and detailed in the National Education System Law No. 20 of 2003 Article 5 Paragraph (1) (Government, 2003) that every citizen has the same right to obtain quality of education. Paragraph (5) states that every citizen has the right to have the opportunity to improve lifelong education. For the government, the rights granted to its citizens are stated in the 1945 Constitution and Law No. 20 of 2003 concerning the National Education System is an obligation. The government must facilitate education for every citizen with the specified quality. Therefore, a budget for education was then issued at 20% of the APBN (state revenue budget).

To realize the development of the education sector, the Regional Government of Papua Province has issued a policy through the

Regional Regulation (*Peraturan Daerah* abbreviated *Perda* in Bahasa Indonesia) of the Province of Papua Number 5 of 2006 concerning the Development of Education in the Province of Papua. This is accordance with Law Number 17 of 2007 concerning the National Long-Term Development Plan which has clearly established the vision and mission of national development for the period 2005-2025, namely an independent, advanced, equity, and prosperous of Indonesia. To realize the vision, it is described through eight national development missions, including realizing equitable and just development ([Amtu, 2014](#); [Slamet PH, 2014](#); [Samsudin, 2019](#)).

Papua Province Regional Regulation Number 5 of 2006 concerning Education Development in Papua Province contains information that education development includes the preparation of quality human resources and educational infrastructure in Papua. Educational development aims to develop and prepare indigenous Papuans who are qualified in knowledge and faith, as well as capable, creative, independent, healthy, democratic, virtuous, and responsible. The implementation of education in Papua in addition to implementing a national education pattern, also applies a special education pattern ([Tabuni et al., 2016](#); [Oktavian & Adi, 2021](#)). The concept of education as an investment has developed rapidly. It is increasingly believed that the development of education sector is a key prerequisite for the growth of other development sectors. This concept is believed after scientific evidence was found of the vital role and function of education in positioning humans as the main force as well as a prerequisite for development progress in various sectors ([Blöndal et al., 2002](#); [Sun et al., 2018](#); [Ershova et al., 2019](#)).

Although on the one hand the community or citizens have the right to get quality education, but on the other hand citizens are also obliged to assist the government in providing quality education itself. Confirmed and detailed in the National Education System Law No. 20

of 2003 Article 6 paragraph (2) states that every citizen is responsible for the continuity of education. This means that the implementation of education is not only the responsibility of government, all citizens are obliged to assist the implementation of quality education. And Article 4 paragraph (6) of the National Education System Law emphasizes that education is carried out by empowering all components of society through participation in the implementation and quality control of education services (Nadziroh et al., 2018; Khunaifi & Matlani, 2019).

This research is intended to analyze how Yayasan Pendidikan Islam (Yapis) di Tanah Papua (Islamic Education Foundation in Papua Land in English, henceforth is called Yapis) participate in improving the quality of human resources in Papua. Yapis has highly committed in helping the community and government in *Tanah Papua* to improve the quality of their human resources intensively. Yapis has contributed significantly in improving quality human resources through education in *Tanah Papua*. Yapis is currently managing about 198 educational institutions from basic education to higher education. This research is also aimed to contribute to existing literature on Islamic education in Papua (Murtadlo, 2016; Wekke et al., 2018; Dute et al., 2021).

METHOD

The current research can be categorized as exploratory. According to George (2021), Investigating research questions that have not been thoroughly examined in the past is the goal of the methodology known as exploratory research. Research that is exploratory in nature is frequently qualitative and primary in character. Previous studies (Wagner et al., 2010; Lassoued et al., 2020; G. Oliveira et al., 2021) also employed exploratory research in education context. The method used is qualitative method with case study type. Data and facts were obtained through interviews,

observations, and documentation from main sources, such as Yapis administrators at both the central and branches, managers of educational institutions (*Unit Pelaksana Teknis* abbreviated UPT in Bahasa Indonesia) under Yapis, students, and stakeholders. Analysis of the validity of the information obtained in this paper using the data cross-check method.

RESULT AND DISCUSSION

The History of Yapis

Yapis is an Islamic education foundation engaging in education as main core of organization in *Tanah Papua*. The existence of Yapis is certainly a partner of the government in the context of forming and providing quality human resources. Educational institutions established under Yapis cover all types and levels of education. The informant, General Chair and Secretary 1 of Yapis in Jayapura (Period 2012-2017) recounted that it was generally known that Yapis was founded based on the urgent circumstances of the Muslims in Papua at that time ([Helmawati & Ismail, 2018](#)). The employees who were sent to Papua (at that time called Irian Jaya) both civil and private employees who were Muslim were confused when they were going to send their children to school. Because during the Dutch colonial era, educational institutions that developed at that time were educational institutions founded by the Christian Foundation.

After Irian was liberated, the first Muslims who tried to realize Islamic education were in Kaimana. For the first time the government of the Republic of Indonesia helped Muslims in Irian Jaya, and it happened in early 1963. The Elementary School in Kaimana belongs to the first Yapis school. Meanwhile developments continued, another Islamic organization, Muhammadiyah, also developed, followed by the entry of various political streams into Irian Jaya. It is fact that schools are owned by either Catholics (YPPK), Protestants (YPK) or

YPPGI, while the number of government owned until the time of Yapis was born has not reached one hundred school. By the sponsorship of Anwar Ilmar, in 1967 the Muslims in Merauke took more action, especially establishing the Islamic Education Foundation, abbreviated as YPI (Yayasan Pendidikan Islam). Islamic elementary and junior high schools were established. YPI was trying to fight for subsidies, but it was blocked by the fact that YPI was local, so that government subsidies could not be obtained ([Yayasan Pendidikan Islam \(Yapis\) di Tanah Papua, 2018](#)).

The explanation from the Head of education and culture Province of Irian Jaya at that time, Mr. Solihin Sumowardoyo, directed Anwar Ilmar to establish a foundation that covers all of Muslims in Irian Jaya. The recommendation was communicated by Anwar Ilmar to Muslim leaders in Jayapura. Coincidentally, Anwar Ilmar was assigned by the government from Merauke to Jayapura, so with the help of Islamic leaders, he tried to create a foundation that was engaged in formal education for the benefit of Muslims in Irian Jaya. Because of the support of all Muslim in Irian Jaya, on 24th Ramadan 1388 H coincided with 15 December 1968, the Islamic Education Foundation established, which is called Yapis (Yayasan Pendidikan Islam) in The Land of Papua. The central domicile is in the capital city of Irian Province.

The Islamic Education Foundation (YAPIS) in Land of Papua is located at the center, region, and branch in the Land of Papua. YAPIS center is domiciled in Jayapura City as the Capital City of Papua Province; YAPIS Region is domiciled in the Capital City of the Provinces in the Land of Papua; YAPIS Branch is domiciled in the Capital City of the Regency/City and the District Capital ([Yayasan Pendidikan Islam \(Yapis\) di Tanah Papua, 2018](#)). Its vision is the realization of intelligent, skilled, healthy, prosperous, and faithful people in the Land of Papua. And its missions are: (a) educating the

life of the nation with Islamic nuances in developing science, technology based on faith and piety to Allah SWT; (b) prepare intelligent and skilled human resources who can apply Islamic knowledge and technology for the welfare of mankind; (c) develop the potential of human resources who are independent, have noble character, have noble character, and can overcome problems in society and the environment; and (d) realizing a balanced attitude of physical and spiritual life in the life of society, nation, and state. Meanwhile, Yapis' goal is committed to advance education in Indonesia, especially in Land of Papua.

From the founders' experience, in establishing an educational institution that is managed by the community, it is necessary to involve or participate in the community itself. The participation of all existing stakeholders is the main support for the development of YAPIS in Tanah Papua. Including government support for human resource development. And the fact is that all Muslims in the Land of Papua are involved in managing this educational institution under YAPIS. The progress of YAPIS in Land of Papua, of course, cannot be separated from public trust, including non-Muslims. This fact is the most valuable asset to achieve the goals. And this is a very good management strategy in achieving the goals that have been set together.

Yapis Strategic Planning in Development of Human Resources in The Land of Papua

YAPIS is showing progress as qualified foundation. Various plans are discussed through conference every five years and meetings every year by all Muslims under YAPIS. So, the plans under YAPIS have been systematically arranged well. And from the results of the conference, several policies and decisions are taken, including the following.

Establishment and Development of UPTs under Yapis

There are several foundations of religious institutions in Tanah Papua that establish educational institutions and provide educational services to the community. Yapis is one of the institutions that provides educational services to the community. People in Tanah Papua are very tolerant and do not differentiate if the education is under a certain religious institution. There are 22 Yapis branches and 224 UPTs throughout Papua. Since its inception in 1968, Yapis has been a media for providing education in all corners of the Irian Jaya region (currently known as Tanah Papua) consisting of the Papua Province and West Papua Province with the motto *Ilmu Amaliah dan Amal Ilmiah*. Yapis currently manages 224 schools spread throughout the districts/cities of Papua and West Papua Provinces from kindergarten to higher education ([Yayasan Pendidikan Islam \(Yapis\) di Tanah Papua, 2018](#)).

The Central Foundation makes regulations which implemented in YAPIS branches in Tanah Papua. Based on data from all YAPIS branches, there are up to 224 UPTs in Tanah Papua. In its development, there was a change in the number of UPTs from various branches because several UPTs separated themselves. Up to 2017, there are 198 UPTs under the Islamic Education Foundation (YAPIS) in Land of Papua. This condition occurs due to several factors, including the lack of optimal coordination and communication between YAPIS Center and UPT-UPT in all cities/districts in Papua ([Yayasan Pendidikan Islam \(Yapis\) di Tanah Papua, 2018](#)). The new UPTs are in Jayawijaya Regency.

The significant contribution of human resource comes from the manager of UPTs under Yapis. In good management and leadership, Yapis graduates have taken part in many local areas, cities/districts, provinces, and countries. Many of the graduates have become government employees and private employees both in Tanah Papua

and outside. This means that graduates who have competency are compatible as government officials, members of the House of Representatives, employees at Freeport, Amicom, and others. Through quality education, finally many indigenous Papuans are able and ready to compete in this era of globalization (Helmawati & Ismail, 2018).

Human Resources Availability Planning of Yapis

Yapis already has qualified resources in developing educational institutions. Based on the information obtained from the interviews, the employees who were sent to Papua (at that time called Irian Jaya) especially those with the status of civil servants, initiated the implementation of Islamic education. Until now, most administrators and educators are state civil servants assigned to Yapis.

At the beginning of the establishment of the UPTs from basic education to tertiary education, the majority were civil servants. In carrying out educational activities, of course, these human resources are ready to be used in moving the wheels of the organization and carrying out their main tasks. In addition, the founders of the foundation no longer need to be confused about their honorarium, because their welfare has been paid by the state. Based on these existing professionals, Yapis in Tanah Papua can develop. This strategy is the key of Yapis human resources and certainly being the right management strategy. Previous studies have highlighted the importance of strategic management for educational institutions (Jelenc & Vrdoljak Raguž, 2010; Cheng, 2013; Rudolph & Steffens, 2013; Wahab et al., 2013; Usman et al., 2019; P. H. de Oliveira et al., 2022).

Attraction of Infrastructure Facilities and Extracurricular Activities

Attractions such as the fulfilment of educational facilities and infrastructure to extra-curricular activities, such as drum bands, have

made non-Muslim communities entrust their children's education to educational institutions under YAPIS. Based on several studies, it is confirmed that educational and extracurricular facilities and infrastructure are among the attractions of an educational institution, so that the community and students choose the institution in their education process (Ho et al., 2017; Abisuga et al., 2020; Gumulya & Adiputra, 2020).

YAPIS HR Recruitment and Welfare Fulfilment Strategy Optimally

Cadre of human resources is carried out In the YAPIS organization. The regeneration is prepared by recruitment. They are provided adequate facilities to work totally. Through this strategy, YAPIS can carry out its activities professionally. Good human resource management helps the growth and development an organization (Bedford et al., 2017; Analoui, 2018; Reyes & Redoña, 2021). The cadres are directed to the development their human resources based on the paradigm of building a complete Indonesian human being. The cadres function as subjects who have the capacity to actualize their potential and human dimensions optimally in helping to build Indonesian people in accordance with educational goals. By support from the leader, the cadres can improve their quality and competitiveness of the Human Resources.

The young generations (cadres) are essential for an organization, because it is the core of the continuation of the organization's struggle in the future. Without regeneration, it is difficult to imagine an organization can move and carry out well and dynamically. Regeneration is a necessity and necessary in building an independent and sustainable work structure (Falah, 2019; Mashuri & Sulaiman, 2021). The best thing of regarding the human resources at Yapis, including all UPTs, is that they manage how the UPTs can provide proper rights for the driving forces or educators at the UPTs. So that with a decent life, they (HR) can work more optimally to manage and

advance educational institutions in their respective UPTs. This condition is in accordance with the results of research that the level of welfare has a positive and significant effect on employee performance. Job satisfaction has a positive and significant effect on employee performance and organizational commitment has a positive and significant effect on employee performance (Acar, 2012; Celep & Yilmazturk, 2012; Mark & Smith, 2012; Pan et al., 2015; Pavlovic et al., 2020).

Knowledge-Based Economic Strategy in the Development of UPTs in the Era of Globalization

There is something interesting in the current economic era, an economic system created by Yapis called Knowledge Based Economy. The knowledge-based economy is an expression coined to describe trends in advanced economies towards greater dependence on knowledge, information and high skill levels, and the increasing need for ready access to all of these by the business and public sectors. This is a good idea that Yapis is currently developing. That knowledge-based economy is needed in organizational management. With good economic conditions and having a good entrepreneurial spirit, managing human resources becomes very easy. A good economy supports the quality that will be developed by UPTs under YAPIS. As an example, Universitas Amal Ilmiah Yapis Wamena built a creative economy, which not only focuses on students to earn profits, but also how to build a creative economy in areas the UPTs are located.

The creative economy can be found in this university for example fostering housewives in making taro chips products in community service programs in the target villages. Lecturers and students facilitate household traders to create e-commers and campus mart accounts. Institutional or organizational framework and economic incentives generate efficiency in the use of knowledge and the development of an entrepreneurial spirit. Knowledge-based economy

is defined as an economy that is directly based on the production, distribution, and use of knowledge. One of management expert, Peter F. Drucker, stated that information and knowledge will be the main keys to future economic success (Drucker, 1992). The World Bank (The World Bank) states that the knowledge-based economy is an economic model that stimulates creativity, creation, seeding, and the application of knowledge and information to increase economic growth and prosperity.

Autonomy Strategy in UPTs Management under Yapis

Yapis is different from a private foundation which is managed privately for personal gain. Yapis is a people's foundation, managed by the people, for the benefit of the people, and to advance the existing togetherness. There is one thing that really excited the UPTs management, namely the autonomy policy given by the foundation to UPTs. This opens opportunities for UPTs managers to manage, develop, and improve the quality of institutions and education, whether it through physical development, human resources, and others. This motivates the UPT managers to always make changes, developments, and improvements to the UPTs.

This strategy is informed by the foundation, that autonomy can help the improvement and development of education under Yapis, especially how to raise human resources in Tanah Papua. Higher education institutions have the autonomy to manage the implementation of the Tridharma (education, research, dan community service). Article 64 paragraph (1); The autonomy of higher education management as referred to in Article 62 covers the academic and non-academic fields. Policies are enacted to develop the world of education to produce quality educational management (Nurhayati, 2014; Adam & Lanontji, 2021; Diyanto et al., 2021).

Educational Quality Strategic Planning

Based on documentation sources, as an educational system, every school under Yapis must fulfil various components. The targets for achieving the educational goals consist of an accreditation component includes curriculum standards, learning process, graduate, assessment, personnel, facilities and infrastructure, and management component, as well as education financing component. In practice, all these components standard are objects of education quality assurance. The point is that the quality of education is about fulfilling the components of those educational standards. The Yapis Education Commission program in the Tanah Papua is trying to improve facilities and infrastructure, increase the capacity and competence of human resources for educators and staffs, strengthen school literacy, improve health, and school hygiene services, strengthen students' skills, and procure business units ([Yayasan Pendidikan Islam \(Yapis\) di Tanah Papua, 2017, 2018](#)).

The interesting ones is the vision and mission, goals, and strategies' UPTs of Yapis to achieve the quality standard of education. Educational components such as curriculum is packaged in a syllabus that is more focused on personality development, and the availability of professional educators and staffs become the driving force in an organization. To maintain the quality of learning, various efforts and programs have been carried out by the UPT and the foundation leaders. Improving the quality of educators and educational staff have been noticed by the managers to comply with the government standards, such as going back to school (continuing to the relevant level of education or higher); cross between teachers between branches or UPT, teachers learn from other teachers in other branches or UPTs who have more competence or excellence. Adequate abilities and competencies affect the quality of the knowledge transfer process to students.

When educators and educational personnel are regulated and managed professionally, it will have an impact on their maximum performance. And finally, professional performance has an impact on public trust in educational institutions under Yapis. When it comes to the administration of an institution's operations, a "learning organization" is a type of institution that encourages and supports the personal growth and professional development of its employees as proposed by [Senge \(2006\)](#). Because of the pressures that contemporary organizations are under, learning organizations may emerge as a result of these pressures; this enables these organizations to remain competitive in the business environment ([Senge, 1990](#)). Yapis and its UPTs have shown ability to improve the quality of educational institutions which was part of their effort to become a learning organization.

The quality of the education offered is what attracts the public to entrust the education of children in Papua to the UPTs under Yapis. And people will pay for quality of the educational offered. Parents will provide support to their children to get a higher quality education. They hope that their children who graduate from Yapis educational institutions will be able to compete in the business or industry world or work in the government after graduation. The developments under Yapis are very encouraging in managing and providing services to the community.

UPTs Supervision and Control

This foundation is the people's foundation, the management is chosen from the people, supervised by them, and then supervised by the foundation as an institution that has a legal entity providing education which is carried out by Yapis. The period of supervision is carried out continuously every quarter, semester, and/or every year through a work meeting, UPT deliberation, and central Yapis deliberation as an accountability of each UPTs. Supportive monitoring

helps improve outcomes or goals. For maximum results, supervision can be carried out in various ways. It has been proven that the key to controlling the process is to control as much variation as possible. Public accountability and supervision is very necessary. The human resources under Yapis have good professionalism, because Yapis is owned by the public, accountability and supervision are carried out hierarchically through the community, and then the Foundation's management. Higher than that, accountability is also addressed to Allah SWT.

Collaboration and Communication as Key to Development

Collaboration and communication are the keys to success for many educational institutions in different programs ([Donert et al., 2011](#); [Thune, 2011](#); [Haugland et al., 2014](#); [Serbezov et al., 2022](#); [Stoltz et al., 2022](#)). In developing and improving the quality of human resources, UPTs collaborate and communicate, both with internal UPTs under Yapis and external Yapis. Collaboration and communication are carried out by UPTs at the level of education at the same level or at other levels. An example is exchanging educators who have certain competencies to share many useful things.

At the UPT which manages universities, communication and collaboration are carried out with several well-known private universities in Indonesia for the implementation of the *Tridharma Perguruan Tinggi* (three main activities, namely education about teaching and learning process, research, and community service). One of the things that is often done is building networks in implementing the MBKM (abbreviation of *Merdeka Belajar Kurikulum Merdeka*) curriculum which is being adopted by several universities that are currently running. Development of human resources for educators and staffs are held through joint research, conducting workshops, and seminars both domestically and abroad ([Kabar Papua, 2020](#); [Republika Online, 2020](#)).

In addition, the strategies that UPT have taken in facing global economic challenges are how to build entrepreneurship, how to collaborate with stakeholder (DU/DI), how to persuade the community to give zakat, infaq, and sadaqah to foundation. It is realized that the challenges are getting tougher day by day which cannot be separated from the influence of economic globalization and this condition is felt by UPT administrators in remote areas or the central mountains of Papua which are far from access transportation. Leaders of UPT try to involve all actors, how to promote and respect local wisdom. This is the key in improving human resources through education ([Yayasan Pendidikan Islam \(Yapis\) di Tanah Papua, 2018](#)).

Realization of Values and Attitudes

In the process of developing the Islamic Education Foundation in Tanah Papua managers or leaders of Yapis have open mind attitude and believes in several values and attitudes based on Islamic values. The development of knowledge and technology are growing fast and affect the order of human life, including in managing educational institutions. An open mind attitude towards development accompanied by a good and appropriate mental attitude can bring educational institutions to meet the demands of education in Land of Papua. Previous research showed the importance of having open mind for Muslims living within larger portion of Non-Muslim societies ([Pedersen et al., 2009](#); [Kanwal, 2015](#)).

Tolerance and respect are important to be upheld for managers who are immigrants ([Hamid, 2019](#)). Tolerant of differences in ethnicity, religion, language, culture or local wisdom, a positive way of thinking provides opportunities for the development of Yapis in Papua. The attitude of responsibility is the key to the survival of Yapis. Responsible for the mandate to manage the UPTs in various areas in Papua, which of course not all migrants are able to survive in Papua. The sense of responsibility in carrying out state duties and the

development of Islamic education in Papua is what fosters a sense of responsibility and enthusiasm from the managers.

The attitude of ownership and totality are also shown by the managers. The sense of belonging makes the Yapis Foundation and UPTs managers in Papua manage and run the UPTs as if it were their own educational institution. This attitude makes the managers work totality in establishing and developing the UPTs in their area. The newcomers who founded and managed Yapis in Papua would certainly not be as successful as they are today without teambuilding. Migrants who migrate to Papua, both civil servants and entrepreneurs communicate and help each other in various ways to survive and succeed. This attitude of togetherness provides strength in developing Yapis in Tanah Papua. In developing human resources in this area, of course, it is not just the transfer of knowledge, skills, and attitudes. Everyone learns together and accommodates the changing, respecting and appreciating each other. Various ways are carried out in the development of education and human capacity development, especially in Tanah Papua, not only by changing the people's ability in literacy and numeracy, but also through the process of forming and developing a positive and responsive mental attitude to change. Human resources who added value to the production of goods and services absolutely were studied from their education process.

The world is a place where humans learn throughout their lives. Humans learn to always improve their abilities so that they will be useful both for themselves and for others or mankind. The attitude of lifelong learning in improving competence is carried out by both Yapis and UPT managers as well as students in Tanah Papua. With geographical conditions that are difficult to be reached, of course human resources must have the courage, creative, innovative, and appreciative attitude towards all parties who have helped the establishment and development of Yapis in Tanah Papua. There is a

change in the paradigm of education and learning from behaviouristic to constructivist, making Yapis human resources managers, especially UPT managers, think more critically and creatively in managing education so that graduates are more ready to compete. These creative and innovative human resources will be able to manage their area to be more advanced and developing (Salas et al., 2015; Hamadamin & Atan, 2019; Rasool et al., 2019).

CONCLUSION

The role of Yayasan Pendidikan Islam (Yapis) di Tanah Papua in helping the community and government in Tanah Papua to improve the quality of human resources intensively is unquestionable. YAPIS has made a real contribution in improving quality human resources through education in Tanah Papua, with indicators of the spread of educational institutions from basic education to higher education as many as 198 UPTs in Papua. In building and developing human resources in the Land of Papua, Yapis has done it with seriousness and a systematic plan through a jointly formulated vision and mission. High commitment and involvement of all parties is the strength of Yapis development. Yapis's strategic planning in the development of human resources in Tanah Papua includes the decision on policies regarding the establishment and development of UPTs under Yapis, planning for the availability of human resources, attractiveness of educational facilities and infrastructure to the existence of extra-curricular activities (extracurricular), cadre and fulfilment the welfare of Yapis human resources optimally. Implementation of a knowledge-based economy strategy, an autonomy strategy in the management of UPT under YAPIS, strategic planning for the quality of education, supervision, and control of UPT promote YAPIS become more develop. Furthermore, in building and developing the Islamic Education Foundation in Tanah Papua, it depends on collaboration

and communication, as well as the realization of good values and attitudes.

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