



Human Resource Management in the Islamic Education Section at the Ministry of Religious Affairs Office of Wonosobo Regency, Indonesia

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<http://dx.doi.org/10.18415/ijmmu.v12i6.6778>

Abstract

Human resource management (HRM) in the field of Islamic Religious Education at the Ministry of Religious Affairs in Wonosobo Regency plays a vital role in task management, division of work, and achieving organizational goals. This study aims to analyze aspects of planning, organizing, directing, and controlling in HRM at the Islamic Religious Education Section (PAIS) of the Ministry of Religious Affairs in Wonosobo. The findings indicate that HR planning is conducted systematically but is not fully optimized in practice. The organizing process shows clear task distribution, yet it is not entirely efficient in executing coordination mechanisms. In terms of directing, the implementation of rewards and punishments has not been effectively applied, resulting in a lack of motivation and discipline among employees. Furthermore, performance control has been carried out, but there are shortcomings in the comprehensive evaluation and monitoring process. The study recommends adjustments in aligning employees' expertise with assigned tasks, the implementation of a more effective reward and punishment system, and the enhancement of employee capacity through continuous training and development to achieve more optimal educational outcomes.

Keywords: *Human Resource Management; Islamic Religious Education; Ministry of Religious Affairs*

Introduction

Every organization must accept the fact that its future expansion depends on competitive human resources. An organization will experience setbacks and eventually be eliminated due to the inability to face competitors. This condition requires the organization to conduct career coaching for employees, which must be carried out in a planned and sustainable manner. In other words, career coaching is one of the HR management activities. These activities must be carried out as formal activities that are integrated with other HR activities. These HR activities must obtain a number of potential workers with the best quality.

Human Resources are part of the progress of science, development, and technology. therefore in the current era of technology and civilization demands competent human resources, having a high spirit of discipline in carrying out their good roles and functions. The progress or failure of the institution depends on the ability of its human resources. Human resources have an important role in their interaction with

capital factors, materials, methods and machines. the complexity contained in them determines the quality of humans. thus requiring us to be careful in paying attention to its aspects (Prihantoro, 2012).

To produce quality human resources, of course, requires qualified management from an institution. requires the right design and strategy to be able to maintain the quality of its resources. According to (Syamsurizal, 2016) human resource management (HRM) is the design of formal systems in an organization to ensure the effective and efficient use of human talent to achieve organizational goals. Every Human Resource Management activity requires thought and understanding of what will work well and what will not. In an environment where work challenges are changing, laws are changing, and the needs of employers are changing, HRM must continue to change and evolve.

Management is an effort to achieve a certain goal through the activities of others through planning, organizing, placing, mobilizing and controlling (Kontz & O'Donnel, 1990: 3). According to Terry (1986: 1) management is a typical process consisting of the acts of planning, organizing and controlling mobilization carried out to determine and achieve predetermined goals utilizing other resources. In a broad sense management is concerned with setting a direction, purpose and goals, then planning how to achieve these goals by organizing available resources as effectively as possible, so as to control how the process takes place which ends in setting and improving standards (Everard, Morris, & Wilson, 2004: 4).

Human resource management involves all management decisions and practices that directly affect human resources. in an organization or institution it is necessary to improve and effectiveness of human resources through HRM. The goal is to provide the organization with effective work units. The study of personnel management will show how the institution should obtain, develop, use, evaluate and maintain the right number of employees in terms of both quality and quantity.

Human resource management in the field of education is one of the important fields that play a role in human resources involved in the educational process, both educators, educational staff, sections in the field of education and education such as administrative staff. The intensity of an institution in which it deals with humans can be seen as an important difference between educational institutions or school organizations and other institutions.

One of the objectives of Islamic religious education must be in line with the objectives of National Education as a whole, namely developing abilities and shaping the character and civilization of a dignified nation in order to educate the nation's life; aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Islamic education means a comprehensive process of developing the human personality as a whole, which includes intellectual, spiritual, emotional and physical, so that a Muslim is well prepared to have the ability to actualize his potential and competently carry out his essential tasks in individual and collective life.

The term Islamic education can include: Islamic education in terms of material, Islamic education in terms of institutions, and Islamic education in terms of culture and educational activities. In addition, the meaning of Islamic education is used to refer to: first, the dimension of activities, from the meaning that Islamic education is not limited to formal institutions, but is broader as long as there are activities to instill Islamic values, that is where the process of Islamic education occurs. Second, the institutional dimension, Islamic education is interpreted as a place (institution) that carries out the process of Islamic education.

The scope of religious education managed by the Ministry of Religious Affairs is not only limited to religious schools, Islamic boarding schools and madrasas but also the management of human resources within the ministry of religion. Empowering human resources in the field of Islamic Religious Education can have an impact on the quality of the Ministry of Religion and affect the progress of work programs distributed to Islamic education institutions.

In this case, one of them is the Wonosobo Ministry of Religious Affairs, the problems found include organizational patterns, staff structuring, implementation of the main tasks of each employee, suitability of the field of work with the academic background he carries out and several problems that make this research interesting to study. Thus, the problems and all forms of obstacles in this study, make researchers interested in examining more deeply whether the management of human resources contained in the Islamic Religious Education section (PAIS) at the Ministry of Religion of Wonosobo city has really gone well, or not.

The purpose of the research is to describe human resource management in the field of Islamic Religious Education at the Wonosobo Ministry of Religious Affairs. Some things that become important points are the management of PAIS staff in the Ministry of Religion Wonosobo related to the articles of duty and tupoksinya. The management theory used in this research is human resource management. The five basic principles of human resource management are, (1) planning, (2) organizing, (3) staffing, (4) directing, (5) controlling.

Method

The type of research conducted is descriptive qualitative. Qualitative research is research that can be described in the form of words, and language in a natural context and by utilizing natural methods (Moleong, 2013). Data in the form of HR governance in the field of Islamic Education, work programs, organizational structure, activities or meeting agendas, service flow, and Tupoksi contained in HR in the field of Islamic Education. Data sources were obtained from the official website of the Wonosobo Ministry of Religious Affairs and informants including the Head of the Ministry of Religious Affairs, Head of the Islamic Religious Affairs Section, Pais Section. Data collection techniques are in the form of interviews and documents, and observations at the Kemenag Wonosobo office.

The data analysis technique uses an interactive model (Miles et al., 2014) which includes data collection, data analysis and conclusion of the analysis results. Based on the background of the problem and the methods used, the expected achievement of the results obtained is the formation of superior human resource management and work professionally in each field. Thus, the progress of the quality of the PAIS section in the Wonosobo Ministry of Religious Affairs institution can be emulated by other PAIS sections outside Wonosobo.

Finding and Discussion

Planning

In Koontz and O'Donnell's management theory, the planning function is the basis of the entire management process that determines the direction of the organization and establishes a work program to achieve predetermined goals. Based on the documentation of the work program of the Islamic Religious Education Section of the Wonosobo District Office of the Ministry of Religious Affairs, planning is carried out systematically and touches on various important aspects in the implementation of Islamic religious education.

Work program planning has considered the dimensions of coordination, evaluation, human resource development and reporting, which are important elements in the education management cycle. Planning is related to first, setting clear and measurable goals. Each work program is directed to support the improvement of the quality of Islamic education learning, both in terms of teachers, supervisors, and students. For example, activities such as Monitoring USBN PAI and Reporting USBN PAI scores show an orientation towards achieving learning outcome standards. This is in line with the principle of goal setting in Koontz and O'Donnell's planning theory.

Second, program preparation is based on real needs. Activities such as Strengthening Data Processing Personnel and PAI Workshops show a response to the need to strengthen human resource capacity. In Koontz and O'Donnell's theory, good planning should be oriented towards the real needs of the organization, not just administrative routines.

Third, coordination as a key planning strategy. Six of the twelve work programs are related to coordination activities. This shows that the PAIS Section pays close attention to the importance of communication between stakeholders. Koontz and O'Donnell state that effective planning must integrate various work units so that there is synchronization in implementation.

Fourth, annual cycle planning. Programs such as the Early and End-of-Year Coordination Meetings reflect a planning system that follows an annual work cycle, as advocated by Koontz and O'Donnell. This allows the organization to evaluate and adjust periodically.

Fifth, weaknesses in quantification and performance indicators. Although the plan is quite detailed, there are no quantitative and measurable indicators of achievement, such as the number of teachers to be trained, the target implementation time, or the expected evaluation results. In Koontz and O'Donnell's theory, work plans that are not accompanied by performance indicators will be difficult to evaluate objectively.

Sixth, the lack of alternative strategies and risk mitigation. No contingency plan has been found if there are obstacles in the implementation of activities. According to Koontz and O'Donnell, ideal planning needs to include alternative strategies to anticipate various possible changes or challenges in the field.

The Islamic Religious Education Section (PAIS) at the Wonosobo District Ministry of Religious Affairs Office has the main task of providing services, technical guidance, coaching, and managing data and information in the field of Islamic religious education and Islamic religious education. The functions of the PAIS Section include the preparation of technical policy formulation and planning in the field of Islamic religious education, the implementation of services, guidance, and coaching at the PAUD, kindergarten, SD / SDLB, SMP / SMPLB, and SMA / SMALB / SMK levels, the management of the Islamic religious education information system, and the implementation of evaluation and report preparation in the field of Islamic religious education. In its implementation, the PAIS Section provides services to formal education institutions consisting of 486 primary schools (470 public and 16 private), 108 junior high schools (83 public and 25 private), and 46 senior high schools/vocational schools (17 public and 29 private).

Based on interviews with informants, it was found that there are obstacles in internal organization, especially related to the mismatch between the academic expertise of employees and the tasks assigned. One example found was an employee who academically has competence in librarianship, but was given the responsibility of managing documents and archiving activities. This condition shows an imbalance in the division of employees' main tasks, which in turn can affect work effectiveness and the achievement of overall organizational goals.

Organizing

Organizing is a series of activities that involve the division of work tasks and the development of an organizational structure that is in accordance with the objectives, so that work can be completed properly and efficiently. In the organizing function, there are several things that need to be considered, namely the formulation of clear objectives, division of work tasks, delegation of authority, and effective coordination mechanisms.

There are several forms of organization that can be applied, including:

1. Line Organization

In this form, the authority of the leader is directly addressed to subordinates, and subordinates are directly responsible to superiors. This form is often found in military units. The advantages of the line organization include quick decision-making, unity of command that is guaranteed because it is in one hand, a clear and easy division of labor, and a small number of employees with a high sense of solidarity. However, its weaknesses include the tendency of leaders to act authoritarian, the progress and decline of the organization depending on one person, limited job opportunities for development, and an individualized work system.

2. Line and Staff Organization

In this form, the leader is assisted by staff in carrying out tasks. Authority remains with the leader, but the leader receives advice from expert staff. This organization is often found in various agencies or companies. The advantages of the line and staff organization are that this form is suitable for complex organizations, allows specialization through the principle of "the right man in the right place," decisions are taken more rationally because they are thought of by more than one person, a clearer division of tasks between leaders, staff, and subordinates, and good coordination because each field has appropriate tasks. While the disadvantages are the possibility of overlapping orders, employees tend not to know each other, lack of solidarity between employees, and the number of workers required is quite large.

3. Functional Organization

In this form, organizational units are arranged in a straight line based on the functions that must be carried out. Functional authority lies with the staff who can give orders to subordinates according to their respective functions. The advantages of a functional organizational structure include a clear division of tasks, so that confusion of orders can be avoided, the existence of job specialization that increases productivity, easier coordination, and the use of experts according to their functions. However, the disadvantages are the difficulty in carrying out job transfers without prior training, difficult overall coordination, the occurrence of compartmentalization between employees due to differences in fields of work, and the possibility of confusion of tasks due to orders coming from more than one person.

Thus, good organization can support the achievement of organizational goals effectively and efficiently, but it is also necessary to pay attention to the balance between authority, coordination, and distribution of tasks within the organization.

Staffing

The arrangement of personnel or recruitment in the Islamic Religious Education Division at the Ministry of Religious Affairs of Wonosobo is as follows:

- a. all employees are appointed by the Ministry of Religious Affairs of the Republic of Indonesia and placed in the PAIS section.
- b. Assignment of employees according to the Decree of the Head of the Ministry of Religious Affairs of Wonosobo.
- c. Placement of employees according to their main duties and functions that have been determined.
- d. Placement of employee duties according to the employee's abilities or expertise based on their academic education.
- e. Proposals for transfers or placement of new employees according to their main duties and functions are carried out through a proposal mechanism from the Head of Section to the Head of the Ministry of Religious Affairs Office.
- f. To improve employee expertise, they are included in education and training organized by the Ministry of Religious Affairs.
- g. Monitoring of employee performance to evaluate performance achievement results is carried out by the head of section every week.

In this case, the applicable provisions are, if an employee is found to have violated the code of ethics and cannot carry out his/her duties properly, then a proposal will be made to transfer the employee. The transfer will then be replaced by a new, more professional employee. Then, in the staffing function or arrangement of personnel, there is no career ladder in the PAIS section. This is because, in this area, structurally, the career ladder in PAIS is only the Head of Section and JFU employees who serve as staff implementing tasks. The second problem is in points "d" and "e", namely the placement of employees according to their main duties and functions that have been determined and the placement of employee duties according to the employee's abilities or expertise based on their academic education.

Point "d" regarding the placement of employees in accordance with their duties and functions is not carried out properly in the field. The discrepancy that occurs in the field is the large number of employees who take over the duties of other employees. This discrepancy is caused by limited employees, the large number of tasks or deadlines, and the lack of expertise in managing each of their duties and functions. The overlapping tasks result in imperfections in the responsibilities they carry. As a result, the work is not optimal due to excessive and inappropriate assignments.

Next, point "e" is the placement of employee tasks that do not match the employee's abilities or expertise based on their academic education. The mismatch that occurs in this case is the employee's academic background that does not match their field. Like one of the employees, Purwaning Tyastuti, who has a S.Pd. degree but is responsible for the budget or activity management. Indirectly, this does not match her academic field because the position she holds is semi-treasurer. Some of her main tasks are collecting and verifying files for payment of PNS and Non-PNS PAI teacher certification allowances, as well as making and submitting accountability reports to the expenditure treasurer. This mismatch can cause errors that are feared to result in less than optimal performance or results.

The arrangement of personnel (staffing) in the Islamic Religious Education Section (PAIS) at the Wonosobo Regency Ministry of Religion Office is carried out with reference to the principle of professionalism and suitability between employee duties and competencies. The recruitment process for all employees is carried out by the Ministry of Religion of the Republic of Indonesia, then the employee is placed in the PAIS Section based on a Decree (SK) from the Head of the Wonosobo Ministry of Religion Office. The assignment is carried out by considering the suitability between the main tasks and functions (tupoksi) that have been determined, as well as the abilities and academic educational background of the employees. In addition, in order to optimize institutional functions, the process of mutation or placement of new employees is also carried out procedurally through a proposal mechanism from the Head of the PAIS Section to the Head of the Ministry of Religion Office.

In order to improve the capacity and competence of the apparatus, employees are also given the opportunity to participate in education and training (diklat) organized by the Ministry of Religion. This effort is a form of sustainable human resource development in order to meet the demands of increasingly complex work professionalism. Employee performance evaluation and monitoring are carried out periodically by the Head of Section, which is usually carried out every week, to ensure that each employee is able to achieve the performance targets that have been set and carry out their duties optimally. With this structured staffing system, it is hoped that services and guidance in the field of Islamic religious education can run effectively and efficiently.

Directing

In terms of directing, the Islamic Religious Education Section (PAIS) at the Office of the Ministry of Religious Affairs of Wonosobo Regency has implemented various forms of guidance and coaching through activities such as the Workshop on Strengthening Islamic Insight Rahmatan lil 'Alamin, NGOPI (Ngobrol Pendidikan Agama Islam), socialization of certification management, multimedia learning training, and monitoring and evaluation (monev) of USBN PAI activities. All of these activities show that there are technical and substantive directing efforts for supervisors, teachers, and data processors so that they can carry out their roles optimally and in accordance with the direction of the Islamic education policy that has been determined. However, the results of the study show that this directing function still has important weaknesses, especially related to aspects of work motivation that are non-material and material. It was identified that there is no structured reward or award system for employees who show good performance or achievements. In fact, giving awards can be a significant form of motivation in increasing employee enthusiasm, loyalty, and satisfaction. This is often ignored by many institutions, even though even simple awards can have a big psychological effect in forming a positive and productive work culture.

In addition, the lack of clarity regarding punishment or penalties for employees who commit violations or work errors is also an important note. Indecisiveness in giving sanctions can have a weak deterrent effect and even potentially encourage the emergence of an attitude of neglect towards duties and responsibilities. This condition can have a negative impact on the overall performance of the institution, because the quality of output and achievement of organizational goals are not optimal. Therefore, in order for the directing function to run effectively, a balance is needed between rewards for employees who excel and enforcement of discipline against employees who violate. This is in line with the managerial principle that places direction not only as a delivery of instructions, but also as an effort to build motivation and work discipline.

Controlling

Controlling is one of the important managerial functions that aims to ensure that all activities that have been planned, organized, and directed can run according to the targets and standards that have been set. In the context of the Islamic Religious Education Section (PAIS) of the Wonosobo Regency Ministry of Religious Affairs Office, the control function is carried out through a routine evaluation process of work programs and achievements in the field.

Based on the results of the evaluation, the PAIS Section has provided services, guidance, and coaching to a number of formal educational institutions, namely 486 elementary schools (470 public and 16 private), 108 junior high schools (83 public and 25 private), and 46 senior high schools/vocational schools (17 public and 29 private). This evaluation identified several important points of concern: Availability of Islamic Religious Education (PAI) Teachers, Although the number of Islamic Religious Education (PAI) Teachers reached 762 people, consisting of 54 Ministry of Religious Affairs Civil

Servant Teachers and 146 Ministry of Education and Culture/Regional Civil Servant Teachers, there are still several schools that lack Islamic Religious Education (PAI) teachers. This causes PAI material in several elementary schools to be taught by class teachers or other teachers who do not have special PAI qualifications.

Registration and System Compliance, Every PAI teacher is required to be registered in the SIAGA and EMIS applications as part of administrative control and performance monitoring. However, there are several obstacles related to late registration or data that has not been updated.

Curriculum Adjustment: PAI teachers have been supervised in the use of the curriculum that is appropriate for their respective levels. However, several schools experienced obstacles in the regrouping process (especially One Roof Middle Schools), which caused sudden teacher transfers. Shortage of Teachers in Several Elementary Schools: The evaluation found that several public elementary schools did not have permanent PAI teachers, so that PAI learning did not run optimally.

Need for New Recruitment: An important recommendation that was produced was the encouragement for the government, especially the Indonesian Ministry of Religion and the Ministry of Education and Culture, to immediately appoint new PAI teachers to replace retired teachers and provide opportunities for Wiyata Bhakti PAI teachers to become ASN.

In general, control in the PAIS Section has been running according to standards through routine monitoring and periodic evaluation. However, there are several notes such as teacher shortages, information systems, and recruitment needs, requiring more systematic follow-up so that the goal of strengthening the quality of Islamic religious education can be achieved optimally. Strengthening the control aspect is expected to be able to improve the quality of Islamic religious education services through stricter quality assurance and implementation of policies that are responsive to real conditions in the field.

Conclusion

Human resource management in the field of Islamic religious education at the Office of the Ministry of Religious Affairs of Wonosobo Regency has been managed with structured and systematic planning, but in practice in the field, its implementation is still not optimal. One of the main weaknesses is that the adjustment between the academic expertise of employees and the tasks given has not been fully implemented, so that the tasks carried out by several employees have not been maximized. In addition, the reward system for employees who excel and punishment for those who violate have not been implemented firmly, which has an impact on low employee motivation and discipline. In addition, there is no mechanism for transferring or replacing employees who violate the code of ethics or who do not show optimal performance, which causes employee performance to not be maintained properly. The absence of a career ladder in the PAIS Section structure is also a challenge, because there are only two structural positions, namely the Head of Section and JFU employees, which makes room for employee career development very limited. Overall, strengthening HR management is very necessary in order to improve the quality of Islamic religious education services, through improving employee capacity, structuring work structures, and a more effective evaluation system.

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