

Management of Planning and Organization of Educators at the Ministry of Religious Affairs Bulukumba Regency

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Abstract

This study aims to describe the Management of Planning and Organizing of Educators at the Ministry of Religion, Bulukumba Regency. This research uses a qualitative approach, with data collected through interviews, documentation, and observation. The data analysis technique involves four stages: data collection, data reduction, data presentation, and conclusion drawing. The results of the study indicate that the planning of educators is carried out systematically based on regulations, through needs analysis based on the number of students and class capacity. School principals propose the need for educators to the Ministry of Religious Affairs in Bulukumba Regency, which is then mapped and assigned by the Ministry of Religious Affairs of the Province in coordination with the Ministry of Religious Affairs of Bulukumba Regency. As for the organizing of educators at the Ministry of Religious Affairs in Bulukumba Regency, it has been carried out with a very structured and systematic procedure, involving various stakeholders such as school principals, madrasah supervisors, and the personnel division. This organizing process includes placement, mutation, rotation, and attendance management, all based on educational needs and applicable policies.

Keywords: Management, Planning, Organizing, Educators, Ministry of Religious Affairs.



A. INTRODUCTION

Management is not only about organizing activities but also an art and science in leading and managing human and material resources effectively and efficiently. In this context, management involves a deep understanding of what needs to be managed, who holds the responsibility, the importance of management, and the ultimate goals to be achieved. The word management comes from the English word "manage," which means to organize, plan, manage, work for, and lead (Yusuf et al, 2023). According to Wijaya and Rifa'i (2016), management comes from the word 'to manage,' which means to organize. In organizing, problems, processes, and questions arise about what is organized, who organizes it, why it must be organized, and what the goals of the organization are. Management is also interpreted as analyzing, setting goals or objectives, and determining tasks and responsibilities effectively and efficiently.

In the context of education, management plays a crucial role in ensuring that all resources, both human and material, are managed properly to achieve the educational goals set. This aligns with the Indonesian Government Regulation No. 57 of 2021, Article 1 on National Education Standards, which states that education is a conscious and planned effort to create a learning atmosphere and learning process so

that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, the nation, and the state. With the application of effective and efficient management, the learning process can run optimally, enabling students to develop their potential holistically in social and national life. Good management in education not only ensures directed management but also maximizes the achievement of educational goals according to established standards.

As stipulated in the Indonesian Government Regulation No. 57 of 2021 on National Education Standards, national education functions to enlighten the life of the nation through the development of the potential of every citizen without exception. Quality national education is the foundation for building superior human resources capable of proactively responding to the ever-changing challenges of the times. To realize a quality national education system, National Education Standards are required as the basic guidelines for implementing education. These standards include minimal criteria for various aspects of education that must be met by education providers and educational units. Education is not only seen as an effort to provide information and form skills but is expanded to include efforts to fulfill the desires, needs, and abilities of individuals to achieve a satisfying personal and social life pattern. Education is not merely a preparation for future life but for the current life of children who are developing toward maturity. Education is the learning process that every human (student) undergoes to understand, comprehend, and become more mature, as well as to think more critically (Rahman et al, 2022).

Education encompasses a vast and diverse process, exceeding just the transfer of knowledge from one generation to the next. Moreover, education plays a crucial role in shaping the character of every individual, enhancing each individual's potential, and empowering them to achieve personal success and contribute positively to the development of society and the nation. The education that is most needed today is one that integrates character education with education that optimizes the development of all dimensions of a child (cognitive, physical, socio-emotional, creativity, and spiritual). Education with this model aims at shaping the child into a complete human being (Suwartini, 2017). As stated in the Indonesian Government Regulation No. 57 of 2021 on National Education Standards, it also emphasizes that: "Education in Indonesia requires national standards that must be adjusted to the dynamics and developments of knowledge, technology, and society for the sake of improving the quality of education."

Character building is a crucial aspect of education because the moral values, ethics, and attitudes instilled in the educational process will form the foundation for individual behavior in the future. Additionally, education aims to develop the potential of each individual, whether in academics, practical skills, or special talents. Thus, education not only provides individual benefits but also makes a significant contribution to the development of society and the nation as a whole. The success factors in education come from many different aspects, but when we focus on a particular school or madrasah, the main factor is the educators. Educators are

individuals entrusted with the task or responsibility to educate and contribute to the improvement of quality in schools or madrasahs. Education itself can mean maintaining, nurturing, guiding, directing, and fostering (Lotulung et al, 2023). In line with this, the Law No. 20 of 2003 on the National Education System, in Chapter XI, Article 39 about Educators and Education Personnel, states that educators are professionals who are responsible for planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators in higher education institutions.

Through quality education from the basic level to the highest level, society can produce skilled, creative, responsible, and integral individuals who will play a role in advancing the economy, social, and culture of a nation. Therefore, it is crucial for every country to prioritize investment in education to create a better future for the next generation and for the overall progress of the nation. Madrasah plays a significant role in providing religious and general education to students in the context of education in Indonesia. However, like other educational institutions, madrasahs also face various challenges, especially concerning the improvement of educational quality. One of the most influential factors affecting the quality of education in madrasahs is the performance of educators. The performance of educators in a madrasah significantly impacts students' academic achievements and the overall quality of the madrasah. Therefore, the Ministry of Religious Affairs needs to pay special attention to educator management. This is also explained in the Indonesian Government Regulation No. 57 of 2021, Article 20 on National Education Standards, which states that educator standards are minimal criteria for the competence and qualifications of educators to carry out tasks and functions as role models, lesson planners, facilitators, and motivators for students. Furthermore, Article 22 discusses additional provisions regarding educator standards for those teaching religious subjects, regulated by the Ministerial Regulation after coordination with the minister responsible for religious affairs.

Management is crucial to achieving previously set targets. With clear and structured management, the Ministry of Religious Affairs can provide clearer guidance to madrasahs regarding the steps that must be taken to achieve educational goals. This not only strengthens coordination between the Ministry of Religious Affairs and madrasahs but also provides a solid foundation for evaluating the success of various programs and interventions carried out. Ultimately, good management can produce significant positive impacts in improving the quality of education, especially concerning educators. Being part of the education system in many countries with a Muslim-majority population, madrasahs have a unique role in providing holistic Islamic education, including an understanding of the Quran, Hadith, Fiqh (Islamic law), Akhlak (morality), and Islamic history. In addition, madrasahs also offer a general curriculum that aligns with national education standards, including subjects like mathematics, Indonesian language, science, social studies, and others (Hakim ar, 2020).

Madrasahs aim to shape a generation with strong Islamic knowledge, strengthen students' religious identity, and provide comprehensive general education to prepare them for higher education. Thus, madrasahs play a vital role in producing and shaping generations that are devout, intelligent, and virtuous, ready to contribute to the development of society and the nation. Qualified educators play an essential role in the achievement of success in madrasahs in various comprehensive aspects. They act not only as teachers but also as mentors and motivators for students, as well as figures needed by madrasah leaders to improve the quality of the madrasah in various aspects. With adequate competence and high dedication, educators are able to design and implement effective and engaging learning programs and administrative tasks. They are also active in providing guidance and support to students, helping them overcome challenges in the learning process both inside and outside the classroom. In madrasah environments, educators are key elements that significantly influence the achievement of educational goals, alongside other elements (Arfah et al, 2022). There are three previous thesis studies. The first by Desi Indrawati in 2020, titled "The Effectiveness of Educator and Education Personnel Management in Improving Educational Quality at SMA Negeri 4 Langsa," the second by Tresiya Pratiwi in 2022, titled "Educator Management in Madrasah Ibtidaiyah Work Groups in Pringsewu Regency," and the last by Sagir M. Amin titled "Workforce Planning in the Perspective of Islamic Education Management."

The similarities between the three previous studies and this study are that they focus on management and workforce issues in educational institutions. Both the previous studies and this research emphasize the importance of systematic planning and evaluation in improving educational quality. These studies also use a qualitative approach, such as interviews, observations, and documentation, to collect data and analyze the supporting and hindering factors in the management implemented. The differences in this study from the first previous study lie in the object of the study, where the first study focused on the effectiveness of educator and education personnel management in improving the quality of education at SMA Negeri 4 Langsa, whereas this study focuses on educator management in the Ministry of Religious Affairs of Bulukumba Regency. The difference from the second study lies in the object of study, which focuses on madrasah ibtidaiyah in Pringsewu Regency, whereas this study focuses on the Ministry of Religious Affairs in Bulukumba Regency. The final difference from the third study lies in the focus of the research, which focuses on Islamic education in general, while this study focuses on madrasahs in the Ministry of Religious Affairs in Bulukumba Regency. Based on the above explanation, the management implemented by the Ministry of Religious Affairs has a significant impact on the quality of education in a madrasah, especially regarding educator management. However, the management that has been previously designed often undergoes additions and changes, whether in regulations or planning, which follow the current situation and conditions in the field. This study is essential to identify and understand the management process implemented by the Ministry of Religious Affairs, so it can provide deeper insights into how management affects

educational quality. With a more detailed understanding of management, madrasah staff and educators can better understand their roles and responsibilities and how they can contribute more effectively in achieving the educational goals that have been set. This fundamental understanding is crucial to know in-depth, so this study aims to investigate how the planning and organization of educators in the Ministry of Religious Affairs of Bulukumba Regency is managed.

B. METHOD

This study uses a qualitative approach. The researcher aims to gain a deep, specific, and transparent understanding from the Ministry of Religious Affairs of Bulukumba Regency regarding the management of planning and organizing educator staff in the Ministry of Religious Affairs of Bulukumba Regency. The qualitative approach is chosen because it allows the researcher to explore this phenomenon holistically, focusing on its context and complexity. By collecting data directly from the field, the researcher can obtain in-depth, detailed, and transparent insights. The location of this study is the Office of the Ministry of Religious Affairs (Kemenag) of Bulukumba Regency, located at Jalan Kenari Number 17, Loka Village, Ujung Bulu District, Bulukumba Regency, South Sulawesi Province. In qualitative research, gaining an in-depth understanding of the phenomenon being studied is the primary goal. A clear and structured research procedure is essential to ensure that the study can be carried out systematically and effectively. Qualitative research consists of stages, which are generally divided into three parts (Suryana, 2007:1). Preparation or pre-field stage, 2) Fieldwork stage, and 3) Data analysis stage.

In this study, the method used is qualitative, meaning the researcher will be the primary instrument and directly involved in data collection in the field. Data collection will be done through direct observation, in-depth interviews, and note-taking as well as documentation in the field. In qualitative research, the main tool or instrument for data collection is the researcher themselves, who gathers data by observing, asking, listening, requesting, and recording the research data. The researcher must ensure the data is valid, so the interviewees must meet specific criteria relevant to the data needs to ensure the truthfulness of the information (Alhamid & Anufia, 2019). This study uses qualitative data analysis techniques based on the interactive model of Miles & Huberman (Miles, Huberman & Saldana, 2014). This interactive qualitative data analysis model consists of four main stages: data collection, data reduction, data presentation, and conclusion/verification.

C. RESULT AND DISCUSSION

1. Planning of Educators in the Ministry of Religious Affairs of Bulukumba Regency

Planning for educators is a crucial aspect of human resource management in the education sector. The primary focus is to meet the need for qualified and competent educators, both at schools and madrassas, in order to improve the quality of education. This process is not only limited to calculating the required number of

educators, but also includes strategic placement, ensuring appropriate qualifications, and managing educators to align with the educational goals to be achieved. As Mahanum states, planning is the initial step used to determine the goals and the scope of their achievement. In this case, the goal of planning is to optimize the use of human resources, natural resources, and other resources to achieve the set objectives (Mahanum, 2021). The planning of educators in the Ministry of Religious Affairs of Bulukumba Regency is conducted with a systematic approach, based on regulations and principles set by the Ministry of Religious Affairs' regional office. This planning process covers two main categories of educators: Civil Servants (PNS) and Government Employees with Work Agreements (P3K).

As Haryanto mentions, planning should be based on principles. First, it must be based on clear objectives, meaning all planning components should be developed with a focus on achieving clear goals. Second, it should be simple, realistic, and practical, meaning the plan should not be overly ambitious. Third, it should be detailed, meaning it must contain descriptions and classifications of actions to be taken. Fourth, it should be flexible, meaning the plan should not be rigid. Fifth, there should be consideration of the elements or components involved in achieving the goal. Sixth, there should be an effort to economize resources and ensure that resources are available during the course of activities, while also preventing duplication (Haryanto et al., 2024). From interviews and observations conducted by the researcher at the Ministry of Religious Affairs of Bulukumba Regency, findings were obtained regarding the detailed process of planning for educators. This study provides an overview of the planning process and the factors influencing decisions on fulfilling educator needs, whether they are PNS or P3K. The educator planning process in the Ministry of Religious Affairs of Bulukumba Regency, both for PNS and P3K, shows a close connection between central regulations and field conditions.

a. Analysis of Educator Needs

The planning process for educators starts with the analysis of educator needs in each madrassa. The madrassa head identifies the need for educators based on the number of students and learning groups. In this case, the head of the madrassa plays a crucial role because they are familiar with the field conditions, such as the number of students and the capacity of the classrooms. If the number of students in a class exceeds the capacity, the educator planning must be adjusted, such as by adding learning sessions or increasing the number of educators. In line with this, planning is seen as a process that involves determining the goals to be achieved in the future and developing the necessary steps or stages to achieve those goals (Taufiqurokhman, 2008). For example, in an elementary madrassa (Madrasah Ibtidaiyah), if the number of students in the first grade is large, the number of educators needed to teach must also be increased. For instance, if there are 30 students in the class, two educators are needed to teach in two different sessions, such as in the morning and afternoon. This highlights the importance of flexible and data-driven planning to support quality education processes.

b. Proposal and Placement Process for Educators

According to interview results, it was found that the proposal for educator needs is made by the madrassa head to the Ministry of Religious Affairs of the Regency. This proposal is based on the analysis of educator needs at the madrassa. The Ministry of Religious Affairs of Bulukumba Regency will send the proposal to the Central Regional Office for mapping and further arrangement. As Yuniastia states, recruitment is a process of searching for professional candidates who possess maximum quality so that they can stay and work in the educational institution for a long time (Yuniastia, 2024).

However, there is a difference in the acceptance of educators between state and private madrassas. State madrassas must follow the regulations and directives set by the Central Regional Office, while private madrassas are more flexible in accepting honorary educators. The difference in educator recruitment between state and private madrassas reflects the differences in policies regulating both types of madrassas. State madrassas, managed by the government, must adhere to regulations and directives set by the Ministry of Religious Affairs' regional office. This includes the recruitment and placement process, which follows a strict selection mechanism and must meet the government-established standards. This selection process also takes into account the budget and government policies regarding educator placement, with the aim of ensuring equitable educational quality across regions.

On the other hand, private madrassas, which are managed by foundations or community organizations, have their own authority in educator recruitment. Private madrassas can recruit educators according to their needs, without being bound by existing government regulations. Even though they are only honorary staff, meaning they do not have permanent employee status, this authority allows private madrassas to be more responsive in meeting teaching needs according to field conditions. However, this may result in uncertainty for the educators working at private madrassas, particularly concerning their status and welfare.

c. Recruitment of P3K and Educator Fulfillment

Recruitment of P3K (Government Employees with Work Agreements) has become a key strategy in educator planning in the Ministry of Religious Affairs of Bulukumba Regency. By prioritizing long-serving honorary educators, the government provides them with an opportunity to gain permanent employee status, which is expected to improve the welfare and work stability of educators. Through the Self-Data Updating System (PDM), the Ministry of Religious Affairs ensures that only educators with valid registered data are eligible to participate in the recruitment process. This also serves as an effort to structure and accurately manage educators, making it easier for planning and human resource management in religious education. This mechanism is expected to improve both the quality and quantity of educators in state madrassas while reducing the uncertainty of status for long-serving honorary educators. As Amin suggests, achieving effective and optimal educator planning success is heavily influenced by the system, including funding, selection processes, placement, development, and training, all conducted professionally and

free from practices that could harm and undermine educator professionalism (Amin, 2007).

d. Influence of Central Policies on Planning

The educator planning process in Bulukumba Regency is heavily dependent on policies set by the Ministry of Religious Affairs' regional office. While the Ministry of Religious Affairs of Bulukumba Regency plays an important role in identifying educator needs, particularly by proposing the required number and types of educators, the final decision rests with the Central Regional Office. This indicates that educator planning is not entirely autonomous at the regency level but rather coordinated within the broader central regulations and policies.

As a facilitator, the Ministry of Religious Affairs of Bulukumba Regency is responsible for communicating the educator data and needs according to the field conditions. However, the authority to determine the allocation and placement of educators remains with the Central Regional Office. Therefore, central policies play a significant role in determining the number, distribution, and quality of educators accepted and placed in madrassas, which will ultimately impact the quality of education at the regional level, especially in the Ministry of Religious Affairs of Bulukumba Regency.

e. Closure of Honorary Recruitment

A recently implemented policy is the closure of honorary recruitment for state madrassas. The closure of honorary recruitment in state madrassas, enforced by the Ministry of Religious Affairs of Bulukumba Regency, is a response to the need for improving the staffing system in the education sector. With a sufficient number of honorary educators, this policy aims to enhance efficiency and reduce reliance on honorary staff, whose status is unclear and often lacks adequate social security. In line with this, Putra et al. suggest that educators are a key determinant in the quality of education outcomes and that every effort to improve educational quality should focus on improving educators in terms of both quantity and quality (Putra et al., 2018).

By no longer accepting honorary staff, the Ministry of Religious Affairs of Bulukumba Regency focuses on improving the quality of existing educators by transitioning honorary staff to Government Employees with Work Agreements (P3K). P3K provides a solution for the government to ensure that experienced and long-serving educators obtain a clearer status compared to honorary educators, who often lack certainty regarding their work contracts and other rights.

f. Placement of Educators

The placement of educators, particularly for Government Employees with Work Agreements (P3K), is centrally managed by the Ministry of Religious Affairs, with priority given to placement in the madrassa or school of origin. This policy aims to provide educators with the opportunity to continue working in an environment they are familiar with, allowing them to contribute optimally without the need to adapt to a new environment. Additionally, placement in the originating madrassa

minimizes administrative difficulties and ensures that educators can continue their teaching activities more effectively. However, if the madrassa of origin has already fulfilled its required educator quota, the newly appointed P3K educators will be transferred to madrassas that are still lacking educators for certain subjects. Educators are expected to have the commitment and readiness to work at any madrassa that requires them, regardless of location or type. This readiness is formalized in a statement signed with a stamp, which serves as proof of the educator's commitment to the assigned task. Therefore, educator placement not only depends on the availability of staff but also on the educator's willingness to adapt and meet educational needs in various regions. This readiness statement provides clarity and certainty regarding the duties to be undertaken by the educator.

In line with this, Putra et al. emphasize that the strategic position of educators to improve the quality of educational outcomes is significantly influenced by their professional ability and work performance. Educators are the most important component for schools in achieving their vision and mission, and they are a key factor influencing the achievement of educational goals, alongside students and other facilities (Putra et al., 2018). Based on the findings above, educator planning at the Ministry of Religious Affairs of Bulukumba Regency involves a very structured data collection and needs analysis process. The placement of educators is heavily influenced by the policies of the Central Regional Office, with priority for P3K placement in state madrassas and adjustments to the number of educators based on the needs of learning groups and field conditions. The educator recruitment process is also based on the Self-Data Updating System (PDM), with automatic placement through the online system, ensuring that educator placement aligns with the desired needs and competencies.

2. Organization of Educators at the Ministry of Religious Affairs of Bulukumba Regency

Organization is the process of arranging and managing human resources, whether physical or financial, within an organization to achieve its set goals. The goal of organizing is to ensure the effectiveness and efficiency in achieving the organization's objectives, with clear task assignments, structured authority, and effective communication flows. In line with this, Haryanto states that organizational activities involve determining who will carry out a task or responsibility within an agency, meaning it is a process of selecting people and assigning them to support a task, ensuring that the desired objectives are achieved (Haryanto et al., 2024). The organization of educators within educational institutions is directly related to the quality of education provided. The organization of educators at the Ministry of Religious Affairs in Bulukumba Regency shows a systematic and structured procedure. Educators, whether civil servants (PNS), government employees with work agreements (P3K), or honorary staff, are organized through several stages, including placement according to predetermined formations, the process of mutation and rotation, and the management of attendance using technology.

The placement of educators is carried out based on needs identified by the Ministry of Religious Affairs through coordination with the provincial regional office (Kanwil). The organization of educators also involves various stakeholders such as the headmasters, madrasa supervisors, and the human resources department involved in administrative processes. Furthermore, the rotation and mutation of educators are regulated based on leadership decisions, promotions, or personal requests, considering various needs and applicable policies. In line with this, Haryanto et al. emphasize that staffing is also an equally important function. The focus of this function is on human resources who will perform activities that have been planned and organized clearly in the planning and organizing functions (Haryanto et al., 2024). The organization is not only focused on administrative aspects but also involves performance control through supervision, assessment, and strict compliance with teaching hours. This is intended to ensure that educators have high integrity and professionalism in carrying out their duties and to support the quality of education in madrasas.

a. Educator Organization Process

Based on research findings, the organization of educators at the Ministry of Religious Affairs in Bulukumba Regency is conducted through highly structured procedures, following regulations from the Ministry of Religious Affairs Provincial Office in South Sulawesi. Educators are placed after receiving their appointment letter as civil servants (ASN). This process also involves coordination between the Ministry of Religious Affairs and the headmasters, ensuring that educators are assigned to madrasas according to existing needs. As mentioned, this coordination is essential to prevent duplication or disputes over rights and authority that will later be given to educators. It is also necessary to ensure that everything planned in advance proceeds as expected (Haryanto et al., 2024).

The placement of educators, particularly in terms of formation mapping (such as English teachers), is carried out by the central regional office. For example, in the 2019 formation, even though 30 English teachers were accepted, only 4 were placed in Bulukumba Regency. This shows that the organization of educators in the Ministry of Religious Affairs of Bulukumba Regency does not only depend on local needs but is also influenced by central policies that regulate educator placement across South Sulawesi. The decision regarding mapping and placement is based on the needs analysis of each madrasa and is not only determined by the Ministry of Religious Affairs of Bulukumba but also involves broader decisions at the provincial and central levels. As Yuniastia stated, placement must match the expertise of the workforce so that the enthusiasm for work, performance, and results can be maximized (Yuniastia, 2024).

b. Mutation and Rotation of Educators

The mutation process of educators in Bulukumba Regency is clearly regulated, with three types of mutation: mutation due to leadership decisions, mutation based on job promotions, and mutation based on personal requests. Each of these mutations has different procedures. 1) Mutation due to leadership decisions, this type of

mutation is carried out by leadership to fulfill urgent needs, especially if there is a shortage of educators in certain subjects. This decision is usually administrative and made to ensure smooth learning processes. The Ministry of Religious Affairs of Bulukumba has no authority to reject this decision because it is part of a higher leadership policy from the regional Ministry of Religious Affairs. 2) Mutation based on job promotions, this mutation is given as a reward for the educator's performance, promoting them to a higher position. The promotion process can occur in the same madrasa or another madrasa that requires educators with higher qualifications. The goal of this mutation is to motivate educators to develop their careers and ensure they have opportunities to continue advancing according to their abilities and dedication in the educational field. 3) Mutation based on personal requests, this mutation is granted when educators request to be transferred to another location, usually for personal reasons such as following a spouse or family matters.

However, the mutation process is strict and requires a recommendation letter from the headmaster and approval from the Ministry of Religious Affairs of Bulukumba. This is done to ensure that the mutation is not solely based on personal desires but also considers the impact on teaching quality and the needs of the madrasa.

c. Stakeholder Involvement in Organization

The involvement of various parties in the rotation and mutation system of educators at the Ministry of Religious Affairs in Bulukumba Regency is crucial to ensuring smooth and appropriate field needs. One of the key players in this process is the headmaster. The headmaster does not only manage the operational aspects of education but also plays a significant role in decision-making in educator rotation and mutation processes. The headmaster has the authority to approve or hold back educators who request a transfer. If the headmaster considers that the educator is still needed at their madrasa, even if they have applied for a transfer, the headmaster can decide to retain them. In this case, the headmaster not only considers the educator's personal request but also assesses the situation in the madrasa, including student numbers, the distribution of educators, and specific subject needs. The headmaster must also make an objective evaluation of whether the educator is eligible for transfer based on performance and educational needs in the relevant madrasa.

On the other hand, madrasa supervisors play an indirect role in the educator rotation and mutation process. Although they are not directly involved in organizing mutations, madrasa supervisors are crucial in evaluating educator performance. This evaluation becomes one of the key factors in determining the success of the mutation process. If the supervisor's performance evaluation of an educator is inadequate or unsatisfactory, it could hinder the educator's opportunity for rotation or mutation. Conversely, if the educator is highly rated and shows strong commitment to their responsibilities, the likelihood of rotation or mutation increases. In line with this, as stated in the Indonesian Law Number 20 of 2023 on Civil Service Apparatus, Article 15, Paragraph 3, a supervisory position is a managerial position responsible for managing, motivating, and supporting the development of ASN employees, leading,

and coordinating the implementation of organizational objectives and public services. Thus, the involvement of the headmaster and madrasa supervisor in the educator rotation and mutation process is very significant. The headmaster is responsible for operational needs and continuity in education, while the madrasa supervisor provides objective assessments regarding the quality of educators to be transferred or promoted.

d. Civil Servants (PNS), P3K, and Honorary Staff

The system of organizing educators in the Ministry of Religious Affairs of Bulukumba Regency covers various categories, one of which is Government Employees with Work Agreements (P3K), who have a status equivalent to Civil Servants (PNS) in terms of rights and welfare, although there are significant differences related to tenure and pension rights. P3K educators are appointed with a work contract, typically lasting five years, and can be extended depending on the need. Although P3K employees have the same rights regarding performance allowances and incentives, they do not receive the pension benefits that PNS employees are entitled to. As stipulated in the Republic of Indonesia Law Number 20 of 2023 on State Civil Apparatus, Article 1, Number 4, Government Employees with Work Agreements (P3K) are Indonesian citizens who meet specific criteria and are appointed based on a work agreement for a fixed term to perform governmental duties and/or hold government positions.

On the other hand, PNS employees have a permanent tenure until retirement age and are entitled to a pension as part of the civil servant social security. This distinction is a factor influencing the recruitment and management of educators in madrasahs, considering the more stable and sustainable status of PNS. Although P3K has an equivalent status in terms of income and benefits, they still face a limited contract that requires performance evaluations and contract renewals every five years. This is clarified in the Republic of Indonesia Law Number 20 of 2023 on State Civil Apparatus, Article 1, Number 3, which states that Civil Servants (PNS) are Indonesian citizens who meet certain criteria, are permanently appointed as ASN (State Civil Apparatus) employees by the staffing authority, and hold government positions.

Moreover, the management of honorary staff in state madrasahs also involves financial aspects that are highly dependent on the allocation of the Budget Implementation List (DIPA), which is approved by the Bantaeng State Treasury Service Office (KPPN). The funding for honorary staff generally includes basic salaries derived from central government budget allocations, while additional salaries or allowances are often supported by the School Operational Assistance (BOS) funds. In this case, the management of BOS funds must be handled wisely by madrasahs to ensure that the funds are used not only for educators' honorariums but also for various operational needs that support the smooth running of the educational process.

This is further explained in the Decree of the Director-General of Islamic Education Number 13 of 2024 concerning Technical Guidelines for Managing

Operational Assistance in Chapter 1, Number 7, stating that School Operational Assistance (BOS) for madrasahs is a central government program for providing funding for personnel and non-personnel operational costs sourced from central government allocations. As for the Budget Implementation List (DIPA), it is explained in the official website of the Sidikalang Religious Court in 2018, stating that DIPA is a budget implementation document compiled by the Budget User or Budget User Proxy and validated by the Director-General of Treasury or Head of the Directorate General of Treasury Regional Office on behalf of the Minister of Finance as the State General Treasurer.

The relationship between the number of students and the available budget is also clearly visible in this management. Madrasahs with more students will receive a larger budget, which can then be used to meet the needs for educator salaries and other operational costs. Therefore, budget management in madrasahs is strongly influenced by the number and diversity of funding sources, both from DIPA and from BOS. Overall, the system of organizing educators in state madrasahs of Bulukumba Regency focuses on the welfare of educators, both PNS and P3K, by considering the available budgetary needs and resources. Although there are status differences between P3K and PNS, both are expected to have high motivation to improve their performance, supported by performance allowances, incentives, and career development opportunities. The existence of various types of educators with different statuses, both P3K and PNS, along with careful fund management, is key to creating an effective and optimal educational environment. As educators are at the forefront of the education system, they can be a powerful force in improving educational quality. However, if not managed well, they can also hinder it. If educational staff do not receive adequate attention, they could become obstacles to the progress of the education system. Therefore, the professionalism of educators is highly influenced by the quality of human resource management in the institution (Thoha, 2017).

e. Supervision, Attendance System, and Discipline

The researcher found that technology plays a significant role in managing educator attendance in the Ministry of Religious Affairs of Bulukumba Regency. One of the systems used is the Pusaka application, which allows real-time and accurate monitoring of educator attendance. This application not only records attendance but can also detect manipulation of attendance data, such as the use of fake GPS to alter attendance locations. This ensures transparency and accuracy in managing educator attendance, which is essential for maintaining discipline. The use of the Pusaka application provides advantages in terms of supervision and control. This technology-based attendance system reduces the potential for fraud, such as manipulating attendance locations that might occur with manual methods. The use of technology in managing attendance demonstrates innovation in managing educators in madrasahs under the Ministry of Religious Affairs.

In addition to the implementation of technology in attendance, one important factor that contributes to discipline and performance in the Ministry of Religious Affairs is the provision of Performance Allowances (Tukin). These allowances are

given as additional incentives based on the performance of educators and are part of the motivation to improve the quality of teaching. Along with basic salaries and certifications, Tukin becomes a key factor in encouraging educators to remain productive and disciplined in carrying out their duties. In line with this, according to Putra, allowances are forms of recognition and incentives given to educators as acknowledgment of their good performance (Syafi'I et al, 2023). Performance Allowances and other incentives, such as meal allowances, are part of a reward system that encourages educators to meet the required teaching hours, which is 24 hours per week. This distinguishes the Ministry of Religious Affairs from the Education Office, where educators working under the Education Office only receive basic salaries and certifications without additional incentives based on their performance.

This is further explained in the Republic of Indonesia Law Number 20 of 2023 regarding the Rights of State Civil Apparatus, Article 21, Number 1 and 2, which states that ASN employees are entitled to rewards and recognition in the form of material and/or non-material benefits. The components of rewards and recognition for ASN employees include: a. income; b. motivational awards; c. allowances and facilities; d. social security; e. work environment; f. self-development; and g. legal assistance. These differences have a positive impact on the level of discipline and motivation among educators in the Ministry of Religious Affairs. Educators feel more appreciated and motivated to perform well due to the additional financial incentives directly tied to their performance. Therefore, the policy of providing rewards and incentives becomes an effective strategy in improving the quality of education in madrasahs overseen by the Ministry of Religious Affairs. The attendance technology used in the Ministry of Religious Affairs of Bulukumba Regency, combined with the performance incentives received by educators, greatly contributes to improving overall discipline and motivation in the educators' work.

D. CONCLUSION

The planning of educators in the Ministry of Religious Affairs of Bulukumba Regency is carried out systematically, based on regulations, and takes into account the conditions on the ground, for both PNS (Civil Servants) and P3K (Government Employees with Work Agreements). The planning process starts with an analysis of the educator needs, which is adjusted to the number of students and the classroom capacity in the madrasahs, as well as the proposal for educators submitted by the head of the madrasah to the Ministry of Religious Affairs of the Regency to be mapped, followed by placement arranged by the Regional Office of the Ministry of Religious Affairs based on coordination with the Ministry of Religious Affairs of Bulukumba Regency. Furthermore, the organization of educators in the Ministry of Religious Affairs of Bulukumba Regency has been carried out with highly structured and systematic procedures, involving various stakeholders such as the heads of madrasahs, madrasah supervisors, and human resources departments. This

organizational process includes placement, transfers, rotations, and attendance management, all based on educational needs and applicable policies.

Based on the issues discussed by the author in this study regarding the Management of Planning and Organization of Educators in the Ministry of Religious Affairs of Bulukumba Regency, the researcher offers several recommendations. First, to address technical barriers such as network disruptions and slow servers, it is recommended that the technological infrastructure, especially the internet connection and server capacity, be improved. This will ensure smooth administrative processes and the online placement of educators. Second, considering the difficulty in technology mastery by some older educators, more intensive and continuous training should be conducted, along with adequate technical support to facilitate adaptation to the digital system.

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