

## HUMAN RESOURCE MANAGEMENT THROUGH RELIGIOUS PROGRAMS FOR STUDENT CHARACTER DEVELOPMENT

Luthfiana Azizah<sup>1</sup>, Hanifah Hikmawati<sup>2</sup>, Muttaqin<sup>3</sup>

<sup>123</sup>Institut Agama Islam Ngawi; Indonesia

Correspondence email; azh.luthfia@gmail.com

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### Abstract

This study analyzes religious teachers' human resource management process at SMA Negeri 2 Ngawi in supporting student character development. The method used is descriptive qualitative research with data collection techniques through observation, interviews, and documentation. Researchers analyzed the data using the Miles and Huberman analysis model, including data collection, reduction, presentation, and conclusions or verification. The study results indicate that the recruitment process for religious teachers prioritizes religious aspects, participation in religious organizations, solidarity, and discipline. Teacher development is done directly through internal discussions, WhatsApp groups, sharing sessions, and shared perceptions. The religious team routinely performs monthly and semester evaluations to assess craftsmanship, discipline, and order improvements. Implementing this human resource management has succeeded in forming a compact team, establishing good communication, and creating a positive work environment, resulting in competent and disciplined religious teachers. This human resource management of religious teaching impacts improving the quality of religious programs implemented to develop student character so that students are more disciplined in worship, have an increased understanding of the fiqh of prayer, and are more responsible. In addition to realizing the success of the religious program, this can also provide insight to the community that public high schools also have the potential to improve religious character in students.

### Keywords

Human Resource Management, Religious Programs, Islamic Religious Teacher, Character.



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## INTRODUCTION

Religious programs in schools play an essential role in increasing understanding of religious values, shaping character, and developing students' spiritual skills. The program aims to appreciate, understand, and practice religious teachings to increase piety, faith, and commendable morals (Nurdiyanto et al., 2023). Teachers need to make religious character formation a primary focus in education because the religious character is the basis of religious teachings in human life (Andriyani et al., 2023) (Syaroh & Mizani, 2020). In addition to helping schools innovate and develop in terms of learning, this religious program is also an attraction for parents in choosing a school for their children (Nahdia et al., 2023).

In this context, the researcher observed SMA Negeri 2 Ngawi. This public school developed a religious program in response to low student discipline in religious matters, such as being late for prayer, being reluctant to recite the holy Quran, and having limited knowledge of worship procedures. This religious program is a solution to prevent juvenile delinquency and the formation of a more positive student personality (Fanani, 2023). In contrast to religious-based schools, which provide a more significant portion of religious learning, public schools have limitations (KSKK, 2019). Many people perceive SMA as a school with low religious guidance, and Madrasah Aliyah as an identical school with strong religion. Perceive is because, generally, SMA only has one to two hours of Religion lessons in a week, while Madrasah has more religion lessons in a week, such as Fiqh, Akidah Akhlak, SKI, and Arabic, but this assessment is not always accurate. Therefore, the religion program held at SMA Negeri 2 Ngawi closes the gap of minimal religious learning by emphasizing practice more than theory (Fatoni, 2025). It is interesting to study public schools that seek to integrate religious values in forming student character through a more applied approach.

Furthermore, researchers found other facts in SMA Negeri 2 Ngawi, which has 1135 Muslim students spread across 31 classes with only four Islamic religious teachers. The school that continues to grow and the increasing number of students is a challenge for religious teachers in providing practical guidance, and it is not easy to carry out various more structured religious activities. Accommodating students' religious needs, such as understanding religious teachings and guidance on spiritual values, is still challenging because the existing programs have not run optimally due to limited human resources. Therefore, human resource management is required to implement existing programs optimally.

Human resource management (HRM) is a series of activities for the recruitment, placement, development, management, and evaluation of teachers and educational staff to manage and develop individual potential in the organization to support the effectiveness of academic institutions (Putri et al., 2022), (Sawaluddin & Rustandi, 2020), (Nurhasnah et al., 2024). Before providing students with the necessary equipment to face the challenges of the times, it is essential to manage expert teaching staff to achieve goals optimally (Entrinasari et al., 2020). Apart from learning materials and methods, teacher professionalism also influences the quality of education (Aris Harja Kusuma, Dilla Aulia Ramadani, Dwi Lestari, 2024). Not only can religious teachers teach, but they also have the competence to guide and give good examples. Teachers can interact more directly with students than other school residents. Therefore, the responsibility of teachers to guide at school is very necessary (Sakban, Ifnaldi Nurmali, 2019). Religious teachers must have basic skills in preparing, mastering, and developing religious materials (Yusnaili Budianti, Zaini Dahlan, 2022).

Human resource management has a crucial role in the success of a program, including religious programs in schools. Human resource management can improve the quality of educators through planning, training, and evaluation (M. Sholeh et al., 2021) (Apiyani, 2024). The existence of good human resource management is a form of appreciation for teachers in improving the quality of education. Human resource management improves employee capabilities, motivation, and opportunities, and impacts subsequent performance (Paauwe & Van De Voorde, 2025) (I. M. Sholeh, 2023).

Previous research has discussed the development of human resources based on Islamic values (Wibowo & Noor, 2024). The study only focused on integrating Islamic values in teachers' recruitment, assessment, evaluation, and career development in Islamic educational institutions. In contrast, this study analyzes the role of human resource management in religious programs in public schools. Compared to Wibowo's research, the research conducted (Saiddaeni et al., 2023) explains the efforts of human resource management in advancing Islamic Religious Education teachers through holding seminars and coaching. On the other hand, research (Rifa & Fadhli, 2024) discusses human resource management's role in improving teacher professionalism through incentives and rewards for teachers. In research (Lese, 2018), the focus of the application of human resource management based on religious culture on students has an impact on improving the quality of education in the form of academic and non-academic achievements; in contrast to this study, the researcher discusses the application of human resource management on religious program

educators which has an impact on the development of student character.

This study analyzes human resource management's role in SMA Negeri 2 Ngawi, which includes three components: recruitment, development, and evaluation in public schools. According to (Santika, 2020) the recruitment process is essential in getting the right employees according to needs. Not only that, but competency development also needs to be considered. Teachers' professional development is urgent because they are the leading agents in shaping children's development in learning (Compagnoni et al., 2024). Teacher development is an activity that includes coaching, training, guidance, and career development carried out to improve teacher competence (Basari et al., 2023). Regular evaluation is also needed to ensure work effectiveness and analyze existing obstacles. In addition to providing feedback, regular evaluation is also helpful to ensure that each teacher can understand their students' teaching concepts (Khotimah et al., 2024).

## **METHOD**

This study uses a qualitative method with a descriptive approach. In qualitative research, researchers participate in the process or interaction with their research objects to collect various data from a phenomenon (Abdussamad, 2021). So that researchers can explore data in depth on teachers who are responsible for managing religious programs at SMA Negeri 2 Ngawi, the researchers chose this method. Data collection techniques in this study are observation, interviews, and documentation. Researchers carried out participant observation where researchers were directly involved in the religious program held to determine the role of religious teachers and the character development that occurred in students. This observation was carried out with details from Monday to Friday at 07.00-15.00 for one month in October 2024 at SMA Negeri 2 Ngawi. Interviews in this study involved the main resource person, the head of the religious program, and additional resource persons, namely, 1 Islamic religious teacher, two religious program assistants, and two students involved in the religious program. This research obtained data through interviews with the head of the religious program as a policymaker, an educator, two assistants, and two students as objects of this religious program. Then, there is documentation to complement the data in the form of photos and videos of religious activities, religious officer schedules, religious team structures, student monitoring books, and interview recordings.

In this study, the data analysis used is the Miles and Huberman model data analysis (Safrudin et al., 2023): 1) Data collection, namely through observation, interviews with sources, and documentation on religious programs, as well as through daily observations of religious teachers and students in religious activities. 2) Data reduction, namely recording data obtained from the field, summarizing, and selecting data to remain relevant to the research objectives. In this case, researchers focus on reducing data regarding religious teachers' recruitment, development, and evaluation process and their relationship to the effectiveness of religious programs at SMA Negeri 2 Ngawi. 3) Data display, namely presenting data in the form of narratives and tables to make it easier for researchers to understand the relationships and meanings of the data. 4) Conclusion drawing or verification, namely concluding and verifying data by looking for additional evidence and rechecking data to keep it valid and reliable. The conclusion drawn in this case concerns the analysis of recruitment, development, and evaluation of religious teachers who can succeed in the objectives of the religious program at SMA Negeri 2 Ngawi.

## FINDINGS AND DISCUSSION

### Findings

This study analyzes the role of human resource management in the religious team, specifically the recruitment, development, and evaluation of religious teachers at SMA Negeri 2 Ngawi. The findings in the table below are data obtained through observations of religious activities held, interviews with the head of the religious team, Islamic religious teachers, religious assistants, and students who participated in religious activities.

**Table 1.** Analysis of Human Resource Management in Religious Teachers

No.	Human Resource Management Stage	Real Action	Objective
1.	Recruitment	Selecting religious team candidates based on qualifications: ✓ Religious aspects: Islamic educational background, fluent in reading the Quran, understanding religious knowledge, understanding Islamic jurisprudence. ✓ Active in Islamic organizations ✓ Other aspects: high sense of solidarity, discipline	Facilitates discussion of learning plans and makes directing members in an activity easy.
2.	Development	Internal team discussions directly and through groups, sharing sessions, and shared perceptions.	Learning objectives can be achieved in a more structured and focused manner, creating interactive communication

3. Evaluation	Monthly and semester meetings, improvement of craftsmanship and discipline, order in religious activities, and student achievement evaluation.	within the team. Easily identify team obstacles, solve problems accurately and quickly, and ensure the team is always disciplined and orderly in religious matters.
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*Source: Interview and Observation*

The religious program at SMA Negeri 2 Ngawi aimed to recruit candidates for the nation's leaders. Future leaders will not only be broad-minded experts in languages and have a strong physique, but also have a foundation in religious knowledge that leaders can later apply to everyday life (Azizah, 2024). In its implementation, the religious program is experiencing problems with the large number of Muslim students, while the number of Islamic religious teachers is minimal. Consider this serious issue: all students must receive religious education according to their religion. Preparing funds when recruiting new educators is also a second problem. To overcome these problems, Islamic religious teachers recruit subject teachers already in the institution and then form a religious team (Azizah, 2025a).

These subject teachers are recruited and selected based on several aspects: 1) religious aspects, which are the main aspects in recruiting religious teachers to adjust to the existing religious programs for students. From elementary to college, subject teachers with an Islamic educational background are the primary focus when selecting religious teachers. In addition to being proficient in reading the Quran, understanding religious knowledge and religious jurisprudence are also references because there are religious activities related to the delivery of religious knowledge and religious jurisprudence that require teachers who are proficient in these matters. 2) Active in Islamic organizations, most of the recruited subject teachers are also active in religious organizations, have a Quran educational institution (TPQ), or are educators at a Madrasah. These educators at Madrasah aim to make it easier for the religious team to design programs and learning materials for students. 3) Additional aspects in the selection process are that the subject teachers have a high sense of solidarity, are disciplined, and are easy to work with. This aspect is because the religious team becomes a solid team, can be fully responsible for their duties, and is easy to direct in an activity.

In carrying out its duties and responsibilities to deliver religious material and guide students to achieve religious character, there must be motivation and development in the competency aspect to improve performance. The religious team routinely holds direct discussions between members to discuss learning plans and exchange ideas and concepts. It is done so that learning objectives can be

achieved in a structured and directed manner. The material that is the provision of learning will be shared via the WhatsApp group to be studied. There is a common perception in delivering this learning material so that all students can get the same knowledge and procedures in all classes; each religious teacher also has no difficulty understanding the material because the scientific aspect of religion has been the central aspect in previous recruitment. The religious team is also active in expressing experiences and knowledge in religious matters through sharing sessions and increasing each member's insight; this is held to improve cohesion in the religious team.

In addition to discussions, the religious team also conducts evaluations to determine the team's strengths and weaknesses and to create solutions to each obstacle. The religious team routinely conducts monthly and semester performance evaluations. The review analyzes student achievement in religious activities, improvements to teaching materials, barriers experienced by religious teachers in class, and the search for solutions. Religious teachers are always asked to prioritize smiling, being patient, not being angry, and acting positively towards students so that students feel happy about the religious program. Discipline and responsibility are also mandatory in the evaluation. Assessing how religious teachers are orderly in terms of attendance and responsible in every task of accompanying students. Religious teachers at SMA Negeri 2 Ngawi are also obligated to accompany students in congregational Zuhur prayers, routinely perform Dhuha prayers, and behave according to religious values to get used to and become role models for students.

Islamic religious teachers and subject teachers who have become part of the religious team are teachers who are entrusted with the task of helping to make the religious program in schools a success. However, additional incentives are also given as rewards to improve the performance of the religious team. With these incentives, it is hoped that the enthusiasm and responsibility of religious teachers in guiding students will increase. In addition, the solidarity aspect in the recruitment process impacts the team's becoming a solid, compact team with a sense of family. It also encourages religious teachers to be enthusiastic about their duties and to improve their performance.

From the existence of this solid team, ideas and concepts emerged regarding activities held to fulfill the religious needs of students at SMA Negeri 2 Ngawi. The following are findings regarding the character instilled in students through religious activities held by the religious team and the impacts that occur on students with these activities:

**Table 2.** Analysis of Religious Activities in Forming Student Character

No.	Character	Activities	Impact
1.	Devout worship	<ul style="list-style-type: none"> <li>✓ Duha prayer</li> <li>✓ Zuhur prayer congregation</li> <li>✓ Memorization Quran (<i>tahfiz</i>)</li> <li>✓ TPQ (beginner)</li> <li>✓ Memorization of <i>zikr</i> and prayers</li> </ul>	Becoming a more obedient person, avoiding negative things, encouraging the ability to recite the Quran, helping with religious practice exams, and increasing positive interactions between students.
2.	Broad-minded	<ul style="list-style-type: none"> <li>✓ Religion jurisprudence material</li> <li>✓ Memorizing evidence</li> <li>✓ Memorizing hadith</li> </ul>	Helping the effectiveness of Islamic religious lessons in class, increasing knowledge about worship procedures, as a forum for discussion with teachers.
3.	Responsibility	<ul style="list-style-type: none"> <li>✓ Religious speech</li> </ul>	Knowing students' talents and interests as a field for student achievement increases self-confidence and courage.
4.	Discipline	<ul style="list-style-type: none"> <li>✓ Prayer attendance</li> <li>✓ Ramadanku checklist</li> <li>✓ Monitoring books</li> <li>✓ Giving rewards and punishments</li> </ul>	Become more disciplined, programmed, and scheduled.

*Source: Interview and Observation*

Following the purpose of establishing a religious program, namely to form future leaders of the nation, the religious team formulated the character to be achieved by the religious program into four things, namely devout worship, broad-mindedness, responsibility, and discipline. In each targeted aspect, religious activities are held to support students in achieving these characteristics. 1) Devout worship, in this case, the religious team designed activities to get used to praying Duha, organizing congregational Zuhur prayers, memorizing chapter 30 of the Quran, and memorizing dhikr and prayers. With this program, students become more diligent in terms of worship. Students who were initially difficult to direct and seemed forced, with this habit of worship, become disciplined in terms of worship (Azizah, 2025b). This activity helps students prepare for the grade XII religious practice exam. Memorizing the Quran, dhikr, and prayers also supports worship and provides them with the provision to lead prayers. In addition, there are TPQ activities for beginner students who cannot read the Quran. The TPQ activity encourages students to continue learning the Quran without shame because they learn with friends who are also beginners, a special place provided is comfortable, and a pleasant accompanying teacher.

2) Broad-minded, in practice, the religious team provides material on Islamic jurisprudence of worship and creates memorization activities for evidence and hadith. This material provides insight to students regarding the practice of religious teachings in everyday life; the delivery of Islamic jurisprudence material supports the effectiveness of Islamic religious learning in the



classroom. This activity also includes a discussion and consultation session with religious teachers, which increases positive interaction with teachers. Memorizing hadith and evidence regarding attitudes and behaviors must be carried out daily, including interactions with parents, teachers, and friends. It helps students to be aware of good and bad behavior. 3) Responsibility: The application of this value of responsibility is seen in religious speech activities. The speech assignment given to students teaches an attitude of responsibility and courage to speak publicly in front of their friends. After passing the speech event in each class, the best students in their class will advance in front of the next round; even the best students can represent the school in the competition. This speech encourages students to hone their talents and become a place of achievement for students equipped with the memorization of hadith and evidence they have memorized in class (Azizah, 2025c).

4) Discipline: To encourage students to be consistent in religious activities and improve student discipline, the religious team provides prayer attendance supervised by religious teachers. It creates a monitoring book that is given to each student to determine student achievements. Not only does it train discipline, but it also makes it easier for the religious team to evaluate student needs and achievements. From the attendance and monitoring book, the religious team can reward students who excel in the religious field and punish students who violate. This activity encourages students to participate in religious activities in a more disciplined, scheduled, and well-programmed manner.

## **Discussion**

The human resource management applied in the religious program at SMA Negeri 2 Ngawi related to recruitment, development, and evaluation of religious teachers has a positive impact on the effectiveness of the religious program held, namely: first, recruitment, namely by selecting teachers with a qualified religious education background to ensure that religious teachers have competence in teaching so that they can deliver religious material with interesting methods and relevant to students' needs; therefore students can easily understand and internalize religious values. Detailed recruitment to find out talents, abilities, and experiences is the primary key to the success of a program (Yang & Shen, 2025). The presence of teachers who have integrity and high moral values can create a conducive learning atmosphere for the development of student character; in addition, teachers are also role models for students in everyday life. Teachers' competence in personal, social, pedagogical, and professional aspects contributes significantly to fostering morals and increasing students' understanding of religion (Ramdhan et al., 2025). Apart from competence,

the classroom environment and school facilities influence student engagement and academic achievement (Hanaysha et al., 2023).

Second, development, marked by sharing sessions, discussions, and shared perceptions conducted by religious teachers at SMA Negeri 2 Ngawi, can improve communication skills and pedagogical approaches to instill character values more effectively. This human resource development impacts the teacher's ability to deliver material interactively. Teachers who continue to improve the quality of their teaching will be better able to instill values such as discipline, responsibility, and so on in students' lives. In addition, teachers will be more sensitive to students' emotional and spiritual needs to provide appropriate guidance. The importance of human resource management that is carried out well continuously can create stability in work, build effective communication, continue to develop members, and make it easier for the team to take practical steps (Griep et al., 2024). The existence of internal discussions between members also becomes a forum for directed communication and increases solidarity between superiors and subordinates, as well as between fellow members. Internal discussions make it easier to discuss a program and solve problems faced (Admiraal & Kittelsen Røberg, 2023). Not only can training a good and harmonious organizational culture can also support sustainability initiatives and increase productivity (Torkabadi et al., 2025).

Third, evaluation by religious teachers at SMA Negeri 2 Ngawi can assess the effectiveness of teachers in shaping student character and can provide appreciation to teachers who have succeeded in building an educational environment based on morals and ethics. In this case, teachers should always teach and exemplify character values in theory and daily practice to motivate students to apply these character values. Good human resource management that is carried out continuously can create stability in work, build effective communication, continue to develop members, and make it easier for the team to take practical steps (Kharimah, 2021). In addition, evaluation allows for improvements in teaching so that teachers are more effective in developing students' character according to the needs and developments of the times (Nadya Putri Mtd et al., 2023).

The management of religious teachers by paying attention to the correct recruitment process, appropriate development, and evaluation to be able to have an impact on the development of student character is to Ludwig Von Bertalanffy's systems theory (Ma'arif, 2024), where education is viewed as a system, and teachers are its subsystem. In educational institutions with interrelated

parts, changes or management in one part can affect the entire system. The recruitment, development, and evaluation of religious teachers will affect the system output, namely, student character. Management of religious teachers also aligns with Gary Becker's Human Capital theory, namely training to increase individual productivity, boosting economic and social outcomes (Khairunnisa et al., 2024). Teachers are valuable assets that must be developed through training and evaluation; investment in teachers impacts education quality, including student character formation.

The management of religious teachers at SMA Negeri 2 Ngawi includes recruitment, development, and evaluation of religious teachers to create competent teachers in implementing religious programs that impact student character development. Teacher management can create competent teachers is in line with research (Kholidin, 2019) regarding the implementation of human resource management referring to 8 standards, namely planning, recruitment, selection, organizing, directing, assessing, supervising, and developing Islamic teachers at MTs Assalam Kejene Pemalang can foster and direct teachers to become professionals. In the study (Hamsaturrahman, 2023) explaining the utilization of teachers and grouping teachers based on their duties makes work more effective; in addition, the principal's efforts in providing direction, training, supervision, and seeking teacher welfare become an increase in professionalism and work enthusiasm for teachers. Research (Wisuda, 2023) This shows that SMAIT Permata Bunda makes efforts in the form of coaching programs, various trainings, career development, and job promotions to produce quality human resources ready to face the changing times. The same is true with research (Tere Aderempas, Herawati, Pebbi Tri Indah Rahayu, Tantiasari Rahmawati, Irwan Fathurrachman, 2024) SDUA Taman Harapan Curup implements a recruitment, training, development, and evaluation system for all educators as a basis for improving educational standards and forming student character in Islamic educational institutions.

By recruiting teachers with integrity, conducting continuous development, and consistent evaluation, students will receive quality religious lessons, effective teaching methods, and objective moral examples. It creates a conducive educational environment to form academically intelligent students with ethical values such as discipline, responsibility, and devoutness in worship. In addition, the success of religious activities carried out in the high school environment is also an answer to the public's perception that general schools can also provide religious education that can compete with religious schools and meet the needs of students.

Further research is expected to reach a wider audience, namely, by analyzing the influence of human resource management on religious teachers on the social character of students at school and in their residential environment. It is also expected to involve many sources, such as parents and the local community, so the human resource management process in school benefits teachers and impacts wider objects.

## CONCLUSION

Human resource management applied in religious programs includes recruitment, development, and evaluation of religious teachers who positively impact the quality of religious learning. Recruiting religious teachers is the primary outlet for human resource management that focuses on relevant pedagogical competencies according to needs, so that students can easily understand and internalize religious values. The existence of sharing sessions, discussions, and shared perceptions that are carried out can improve practical and interactive communication skills, so that they can instill values such as discipline and responsibility in students' lives. Evaluations carried out as steps to improve teaching make teachers more effective in developing student character according to the demands of the development of the times. Through the recruitment of teachers with integrity, the implementation of teacher development, and routine evaluations, teacher professionalism is increased so that it effectively contributes to religious programs in public schools that have the potential to develop student character. Further research is expected to analyze human resource management in religious teachers to the social character of students in the school environment and outside of school. Many sources involving parents and the community are needed for a more comprehensive picture of human resource management. Thus, human resource management is beneficial for developing teacher competence and has a broader impact on students' character and social life.

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