

DEVELOPING QUALIFIED HUMAN RESOURCES FOR CHRISTIAN RELIGIOUS EDUCATION LECTURERS THROUGH HUMAN RESOURCE AUDITING IN INDONESIAN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The existence of lecturers tends to undergo dynamic changes over time. The ideal profile of a lecturer is someone who dedicates themselves based on a calling of the soul, a calling of conscience and is also able to adapt to the times. Therefore, Human Resource planning becomes an important factor in helping institutions/educational organizations think about and address issues that demand change and provide opportunities to manage those changes effectively. Thus, through good HR planning, it will produce qualified lecturers. Of course, having quality lecturers will ensure that the organization's goals are realized effectively. This research was conducted using qualitative methods. The analysis is presented descriptively to discuss the condition of human resources, particularly Christian religious education lecturers, amidst the changing times and how Christian religious education can contribute to building innovative human resources. In HR planning, the strategy designed is the Human Resource Auditing model. The result of this research is that through the audit results, it can be determined whether the various potential needs of the lecturers' human resources have been met or not, and various aspects of HR activities that can still be improved in performance. HR audits can help improve the performance of lecturers. HR planning in the field of Education using the Human Resource Auditing model will develop lecturers' HR who are not only competent but also professional in the field of Education.

Keywords: HR Planning, Human Resource Auditing, Christian Religious Education

INTRODUCTION

Unsung heroes, that's how we recognize the figure of an educator. Educators or lecturers are central figures in the world of education, especially higher education, particularly during the teaching and learning process. Therefore, educators or lecturers must possess ideal personality characteristics that meet psychological and pedagogical requirements. Speaking of the professional competence of educators or lecturers, it is necessary to understand what constitutes competent educators or lecturers and professional educators or lecturers. The term competence has many meanings, but according to the basic understanding of competence, which is ability or skill, a competent educator or lecturer means an educator or lecturer who can carry out their duties responsibly and appropriately (Rahmi, 2013).

Similarly, the term "professional" has various meanings, at least when viewed from two perspectives: as an adjective, it means pursuit, and as a noun, it refers to a person with specialized expertise, such as a doctor, judge, teacher, and so on. A professional teacher/educator is someone who possesses special skills and expertise in the field of

education, enabling them to perform their duties and functions as a teacher with maximum capability. In other words, a professional educator/lecturer is someone who is well-educated and well-trained and possesses rich experience in their field (Ritawati, 2016).

Educators or lecturers in education contribute to improving human resources (HR), in addition to quality books and facilities. The quality of human resources (lecturers) in the administration of education is the "soul" of the school. This soft property drives the curriculum system and other facilities and infrastructure (hard property) so that educational services can be provided (Muzayyanah Jabani, 2015). It is not wrong to say that one of the supporting components for the success of quality improvement management in higher education is the professionalism of lecturers. Facing the demands of rapid changes due to global competition and technological advancements, higher education leaders must be able to manage human resources with a focus on truly important issues, thus necessitating the placement of HR as part of strategic planning (Takdir, 2019).

Human Resources Planning (HRP) is the process of planning human resources to align with the needs of educational institutions and to be effective and efficient in helping to achieve goals (Maya, 2016). In the process of HR Planning, programs for organizing, directing, controlling, procurement, development, compensation, integration, maintenance, discipline, and termination of educational and teaching staff are established (Lisdartina & Setyaningsih, 2021). Therefore, it is necessary to plan the improvement of human resources for lecturers, especially Christian religious education lecturers, so that they can compete in the field of education. Thus, human resources in education are a key factor for the functioning of educational institutions both in the present and for future development. Rapid changes make strategic planning important, and planning often serves more as a tool to stimulate thinking and discussion rather than as a process to define long-term goals and a series of activities. Therefore, HR planning here serves as a guide to help institutions/educational organizations think through and address issues that demand change and provide opportunities to manage those changes effectively (Hasnadi, 2019).

State educational institutions currently, after recruiting human resources, especially lecturers, are no longer audited or evaluated. Thus, the performance of the lecturers cannot be measured and affects their work productivity levels. Several problems that are often encountered if there is no HR audit include lecturers becoming slow in processing promotions, teaching models that do not change (lack of updated knowledge), and not fully implementing the "Tri Dharma" of Higher Education. Therefore, it is hoped that this research can find the right strategies for improving lecturer performance.

Literature Review

Human Resource Planning

Human resources are productive individuals who work as the driving force of an organization, whether it be a government organization or a company, which functions as an asset. Therefore, these individuals must be developed and their abilities trained (Ningrum, 2016). Eric Vetter in Jackson & Schuler (1990) and Schuler & Walker (1990) define Human Resource Planning as: the process by which management determines how the organization should move from the current state of human resources to the desired future state of human resources. From this concept, HR planning is viewed as a linear process, using past data and processes (short-term) as a guide for future planning (long-term) (Nuhamara, 2018). Through this HR planning, management strives to get the right people, in the right number, in the right place, and at the right time, and management also strives to do things that result in maximum long-term satisfaction for both the organization and the individual (Telaumbanua, 2018).

Furthermore, Schuler & Walker (1990) state that HR planning includes five stages, namely: 1) Identifying objectives, 2) Forecasting HR needs or basic requirements, 3) Assessing existing skills and other internal offerings, 4) Determining key HR needs, and 5) Developing activity plans and programs to ensure the placement of the right people in the right positions (Yusuf & Mukhadis, 2018).

Here are the principles of good planning in education: Analyzing the current situation (not starting from scratch but utilizing existing resources); successes and critical success factors; past failures; existing potential, challenges, and constraints; the ability to turn weaknesses into strengths, and threats into opportunities. In other words, good planning must be able to implement strategies based on SWOT (strengths, weaknesses, opportunities, and threats) (Rakhmawanto, 2008).

In the context of educational institutions, planning encompasses two aspects: (1) Employment Planning, and (2) Program Planning. Program planning involves the selection of the most effective HR tools that focus on the strengths and weaknesses of HR (Tabrani & Harefa, 2021). Good planning must be flexible, realistic, and accompanied by a work program (action plan) to organize the activities of educational institutions. It requires a substantial amount of valid data, considerations, and input from several individuals related to the planned activities (Mayasari et al., 2016). Therefore, planning activities should involve every element of the educational institution to improve the quality of education (Daniel, 2016).

Purpose and Position of HR

Purpose of Human Resource

The goal of human resource management is to formulate employee needs and develop and empower employees to achieve optimal benefits.

Optimal for the individual employees concerned, the organization, and the society it serves (Maryati, 2018).

Human Resource Position

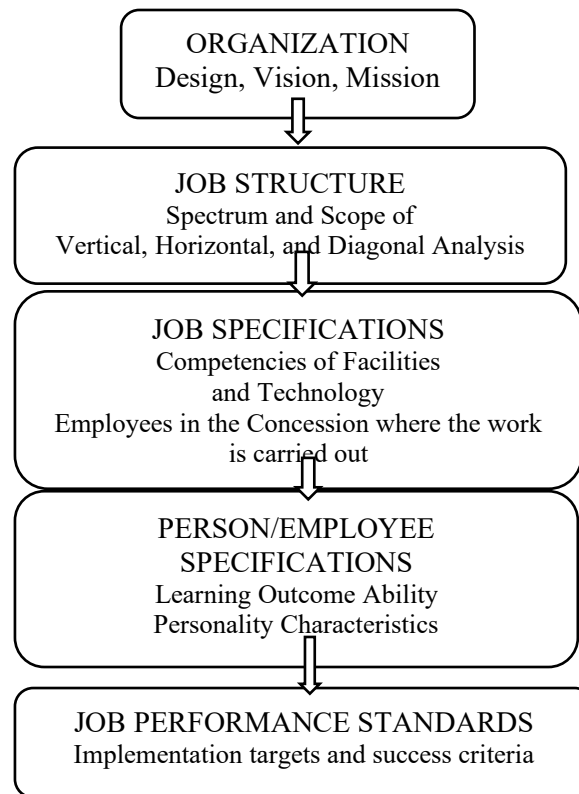


Figure 1. The Position of HR in the Organization

An organization is a group of people who work together to achieve specific goals (Haryati, 2013). Then it is elaborated in the form of a vision, mission, and goals. To achieve this, it is necessary to create a job structure that includes job analysis, job description, and steps of job analysis. The definition of Job Analysis is a procedure to determine the responsibilities and skill requirements needed for a job and the type of person who should be hired for that job (Maryam & Nainupu, 2021). Meanwhile, a Job Description is a list of tasks, responsibilities, reporting relationships, working conditions, and job duties (Binsen Samuel Sidjabat, 2019). Job specifications are a list of "workforce requirements" for the job, namely educational qualifications, skills, personality, and others (Perez Gallardo & Santoja, 1980).

The Application of Planning in Using HR Strategies in Education

The problem faced by HRM today is the rapid changes occurring in the competitive educational environment, which also impact the HR planning in place (Tuasela & Parihala, 2017). HR management is a strategic field as an extension of the traditional view of managing human resources effectively, and it requires knowledge of human behavior and the ability to manage it (Sudrajat, 2011). The process of HR management strategy is below:

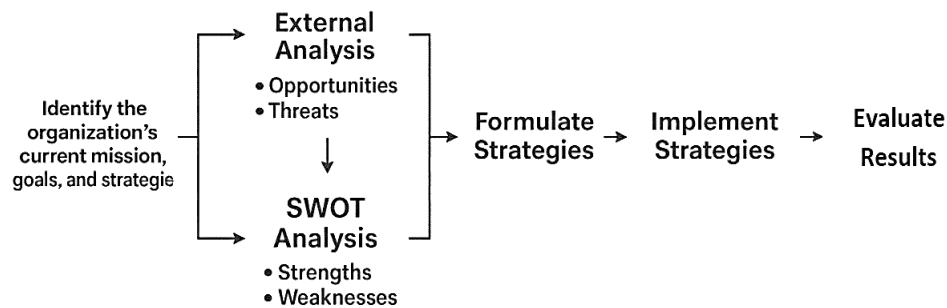


Figure 2: Strategic Management Process

Various human resource management strategies are formulated and implemented in the context of functional planning, such as educational marketing strategies, financial strategies, academic system strategies, and technology strategies, all structured within the same framework, which is a strategy to provide more flexible and adaptive guidance to an organization (Siburian, 2017).

Planning of Human Resources Christian Religious Education

Christian Religious Education is one of the fields of education taught in formal schools, and this Christian religious education also contributes to the development of human resources in terms of character and moral development for students who are still in school or higher education (Nego, 2020; Zendrato et al., 2020). Christian religious education is a field of education that includes teachings about the Christian faith. The teachings about the Christian faith referred to are the teachings of Christianity that emphasize three aspects of education: knowledge (cognitive), attitudes and values (affective), and skills (psychomotor) based on the Christian faith (Boiliu, 2021).

E.G. Homrighausen stated that Christian Religious Education is the church's conscious effort to educate its students in the context of passing on the Christian faith with all its truths, as stated in the Bible, and to train them to live harmoniously according to the Christian faith so that they can become mature church members who are aware of their faith and express it in their daily lives (Elhefni & Wahyudi, 2017). According to Werner C. Graendorf, he states that Christian Religious Education is a teaching and learning process based on the Bible, centered on Christ, relying on the power of the Holy Spirit, which seeks to guide individuals at all levels of growth, through contemporary teaching methods toward the recognition and experience of God's plan and will through Christ in every aspect of life (Darmawan, 2019). Christian Religious Education leans more towards knowledge insights, and teachings based on Christianity (the Bible) (Ibrahim, 2013).

Education must also achieve the goals of cognitive, affective, and psychomotor aspects. Thus, Christian religious education through teaching, must achieve the goals of cognitive aspects (knowledge), affective aspects (attitudes and values), and psychomotor aspects (skills) (Mania, 2010). In contrast, Christian Education adds more color to the atmosphere of Christian life, with practices related to Christianity. So, Christian religious

education not only imparts knowledge and skills, but it also teaches and instills Christian values, moral values based on the Word of God (Santoso, 2018).

Human Resource Auditing Model

Human resource planning or workforce planning is defined as a process of determining the need for labor based on forecasting development, implementation, and control of those needs, which is integrated with organizational planning to create the right number of employees, proper placement of employees, and economically beneficial outcomes (Supriatin & Nasution, 2017). The HR planning model must be supported by the integration of strategic planning with the labor market (Sangadji, 2016). According to Andrew E. Sikula, human resource planning is a process that determines the need for human resources, which means aligning that need with the needs of the organization so that its implementation is integrated with the organization's plan. One of the human resource planning models proposed by Andrew E. Sikula is Human Resource Auditing (Mustamin & Ulum, 2018). According to the HR needs planning, the next step is to audit the current HR condition. In the context of HR planning, an HR audit serves to ensure whether the existing number of HR can meet the needs and whether they have the competence to perform a job (Guidance & Counseling, 2016).

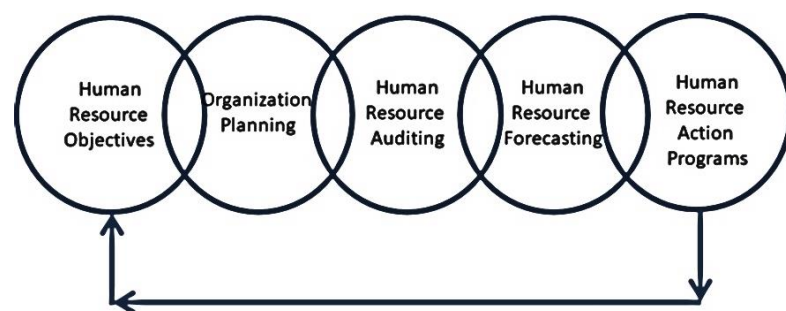


Figure 3: Human Resource Planning Model of Andrew E. Sikula

Based on the HR needs planning, the next step is to audit the current HR condition (Nielsen, 2009). The HR audit in the context of HR planning serves to ensure whether the current number of HR is sufficient according to needs and whether they have the competence to perform a job (Susanto, 2021).

METHOD

This research was conducted through a literature review (Hamzah, 2020) that thoroughly sought sources such as books, research journals related to the research topic, and several articles as well as news sources to obtain an overview and current conditions regarding Indonesian human resources (Zed, 2008). In addition, this research also includes field research that is descriptive and qualitative in nature. In this case, the researcher conducted a study on Christian religious education lecturers at Unpatti to improve human resources and the professionalism of Christian religious education lecturers.

RESULTS AND DISCUSSION

Human Resource Planning for Christian Religious Education

Christian religious education plays an active role in efforts to improve the quality of human resources. Even responsible for laying the moral foundation for the cognitive, affective, and psychomotor development of students (Mardiharto, 2019). This article agrees with the opinion that Christian education should apply values and principles in line with the example of Jesus, where Christian education is built upon the life of Jesus (Bonde, 2020). Christian religious education must be centered on God (Louis and Cornelius 2018). The content of Christian education must emphasize the call to preach the Gospel and work for peace or shalom (Nicholas, 2014, p. 49). Education should emphasize character formation, which consists of three main parts: moral knowledge, moral feelings, and moral actions (Thomas, 2019). In the context of Christian religious education, character formation must make the character of Christ the goal and example. Values centered on the example of Jesus' life, the call to preach the gospel to bring about shalom, and the character formation of students based on the Word of God must continue to be the content of the Christian religious education provided. Eliminating any of these elements leads to a denial of the essence and purpose of Christian religious education itself.

To realize the active contribution of Christian religious education in the improvement of human resources, Christian religious education is required to undergo fundamental changes in policy and implementation in the field. Christian religious education can no longer be based solely on the interests of the church but must be conducted with an eye on global developments. Christian religious education must contribute to producing human resources who have a leadership spirit, and the ability to innovate, build networks, and master technology, considering that these four aspects contribute to the progress of a nation (Chukwuma, 2022; Sele & Mukundi, 2024).

The formation of quality human resources as an output of education begins with the quality of the lecturers. Because the quality of learning and the improvement of the quality of Christian religious education services in higher education depend on the lecturers who teach. Lecturers play a crucial role in improving the quality of students. The duties of Christian religious education lecturers include educating, teaching, and training. Educating means passing on and developing life values (Widjaja et al., 2022). Teaching means passing on and developing knowledge and technology. Whereas training means developing skills in students. Christian religious education lecturers are the "second parents" of their students. Higher education institutions and churches are the second places of education after the family. Therefore, a Christian religious education lecturer must be a loving parent as well as a friend, a place for students to express their feelings. Understanding students, recognizing their potential and talents, motivating and accompanying them during difficult times in their journey to become someone who actively develops their potential to possess spiritual strength, self-control, personality, intelligence, character, and the skills they need.

Model Human Resource Auditing for Improving Human Resources & Professionalism of Christian Religious Education Lecturers

The strategy for developing higher education human resources is an effort to plan, organize, mobilize, and develop higher education human resources or human capital so that they can contribute maximally to the development of the institution, the achievement of programs, and work plans (Berkovich et al., 2019; Gilal et al., 2019) The study of higher education HR development strategies is an inseparable part of the context of HR management that has evolved to specialize in managing higher education HR.

The concept of higher education HR development strategy provides an understanding that lecturers hold a vital position in determining the image of graduate quality as well as the overall quality of the higher education institution (Asiyai, 2022; Okolie et al., 2019).

. This position is reinforced by the fact that lecturers have high authority in the academic process and are at the forefront of the success of education in higher education institutions. Lecturers, as the main human resources in higher education institutions, carry out the “tri dharma” duties, which are education or teaching, research, and community service.

Lecturers are professional educators and scholars whose main duties are to teach, transform, develop, and disseminate knowledge, technology, and arts through education, research, and community service. The position of a professional educator serves to enhance the dignity of lecturers and to develop knowledge, technology, and arts to improve the quality of National Education. To maximize the professionalism of lecturers, development strategies are needed through education and training, mentoring, and the professional and career development of lecturers.

Human Resource Audit in the context of HR audit planning, it serves to ensure whether the existing number of HR can meet the needs and whether they have the competence to perform a job. Human resource audit is a process of comprehensive, systematic, and periodic examination and assessment of organizational functions affected by human resource management to support the achievement of the organization's strategic plan.

Purpose of Human Resources Audit

In general, the purpose of a human resources audit is to help resolve organizational problems from a human resources perspective in order to ensure the achievement of both functional and overall organizational objectives, in the present and in the future. (Wahyuandari, 2019; Adllaleh et al., 2024) More specifically, the objectives of a human resources audit include evaluating HR effectiveness, identifying areas that require improvement, studying these areas in depth, highlighting potential improvements, and

providing recommendations for implementing those improvements (Kooli & Abadli, 2022; Zakirova et al., 2019; Gemar et al., 2019; Mulang, 2021)

The audit should encompass an evaluation of human resources functions, the use of procedures by managers, and the impact of these activities on organizational goals and employee satisfaction (Rivai & Sagala, 2009). Additionally, it aims to determine whether employee performance and work outcomes align with plans, whether employees can effectively and promptly complete their job descriptions, and to encourage increased work enthusiasm, performance, and discipline among employees. Moreover, human resources audits help prevent errors at an early stage so that corrective actions can be taken in a timely manner (Hasibuan, 2009).

Benefits of HR Audit

The benefits of conducting an HR audit, according to Rivai and Sagala (2009), include identifying the contributions of the HR department to the organization, enhancing the department's professional image, encouraging greater responsibility and professionalism among HR staff, clarifying the tasks and responsibilities within the HR department, stimulating diversity in HR policies and practices, uncovering critical HR issues, resolving complaints based on applicable regulations, reducing HR-related costs through effective procedures, increasing readiness to accept necessary changes within the HR department, and providing a thorough evaluation of the HR information system.

The development of lecturers is a real need for efforts to improve the quality of lecturers in higher education through a systematic, measurable, and organized process. Such efforts must be present in the management of higher education human resources that can meet the expectations of the public (stakeholders) based on a market-oriented approach. The strategy for developing lecturers is essentially an effort to improve their performance through development programs aimed at enhancing the quality of lecturers in the implementation of the tri dharma of higher education. With the Human Resource Auditing model, the lecturer's human resources will be audited. If weaknesses and obstacles that could hinder the organization's or university's goals are found, the lecturer will be given motivation and training to improve performance. Human Resource Auditing can serve as a reference in the process of planning the improvement of higher education HR, including Christian religious education lecturers.

CONCLUSION

Global demands in the rapidly changing times and technological advancements require high-quality human resources capable of innovating to continue to survive and bring about change. Christian religious education is a comprehensive education that aims to develop students in the affective, psychomotor, and cognitive domains as learning objectives. Christian religious education is a learning process aimed at building awareness among students that they are children of God with several potentials within themselves. The process of Christian religious education is a process of helping students discover, develop, and actualize that potential.

The role of human resources is very important for the progress of the organization; organizations with a more moderate model emphasize the function of human resources with a long-term orientation. Managing human resources in the era of globalization is not an easy task. Therefore, various strategies and even infrastructure need to be prepared to support the process of realizing quality human resources. It is hoped that the Human Resource Auditing model for HR planning can be one of the solutions to improve the professionalism of Christian Religious Education lecturers at universities.

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