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**Planning for Religious Moderation on Human Resources in SD  
Negeri 020259 Binjai City**

***Perencanaan Moderasi Beragama Terhadap Sumber Daya Manusia  
di SD Negeri 020259 Kota Binjai***

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**Abstract**

Human resource planning is important in achieving the goals of an educational institution, because human resources are the driving force of other resources. The management of human resources for educators and education personnel at SD 020259 East Binjai District is expected to be able to optimize all the potential they have in order to be able to support the formation of quality education. The implementation of religious moderation in schools is the business and task of all elements of education, it is in the interests of everyone within the group and community to maintain the interests of security and peace. This study uses a descriptive qualitative method with a naturalistic approach. Collection of research data obtained by observation techniques, interviews and documentation studies. The data analysis step is to collect data, reduce data and then conclude the data. The findings of this research reveal three related findings regarding: 1) Upholding the ideology of Pancasila as the basis for implementing religious moderation in schools, 2) Analyzing the fulfillment of the needs of educators, existing educational personnel with the principle of transparency, equality, and placement according to the required field of expertise by the school, 3) Carry out mapping and placement of human resource needs according to the level of education they provide, 4) Provide opportunities for justice regarding the rights and obligations of all school members. The school tolerates all people even though they differ in belief, ethnicity, religion and class.

**Keyword: planning; analysis; religious moderation.**

**Abstrak**

*Perencanaan Sumber daya manusia merupakan hal penting dalam pencapaian tujuan suatu lembaga pendidikan, karena sumber daya manusia merupakan penggerak dari sumber daya yang lainnya. Pengelolaan sumber daya manusia pendidik dan tenaga kependidikan di SD 020259 Kecamatan Binjai Timur diharapkan dapat mengoptimalkan seluruh potensi-potensi yang dimiliki agar mampu mendukung terbentuknya pendidikan yang berkualitas. Implementasi moderasi beragama disekolah ini menjadi urusan dan tugas semua elemen pendidikan, menjadi kepentingan setiap orang dalam lingkup kelompok dan umat untuk menjaga hayati kepentingan keamanan dan ketentraman. Penelitian ini menggunakan metode kualitatif deskriptif dengan pendekatan naturalistic. Pengumpulan data penelitian diperoleh dengan teknik observasi, wawancara dan studi dokumentasi. Langkah analisis data adalah dengan mengumpulkan data, mereduksi data dan kemudian menyimpulkan data. Temuan penelitian ini mengungkapkan tiga temuan yang berkaitan tentang : 1) Menjunjung tinggi idelogi Pancasila sebagai dasar dari pelaksanaan moderasi beragama di sekolah, 2) Menganalisis pemenuhan akan kebutuhan pendidik, tenaga pendidikan yang ada dengan prinsip transparansi, kesetaraan, dan penempatan sesuai bidang keahlian yang dibutuhkan oleh pihak sekolah, 3) Melakukan pemetaan dan penempatan untuk kebutuhan sumber daya manusia sesuai jenjang pendidikan yang diampunya, 4) Memberikan kesempatan dalam*



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*keadilan akan hak dan kewajiban seluruh warga sekolah. Sekolah melakukan toleransi terhadap semua kalangan meskipun berbeda dalam keyakinan, suku, agama, dan golongan.*

***Kata Kunci: perencanaan, analisis, moderasi beragama.***

## INTRODUCTION

Indonesia is a country with ethnic, tribal, cultural, linguistic and religious diversity that is almost unmatched in the world. Apart from the six religions most widely adhered to by society, there are hundreds or even thousands of tribes, regional languages and scripts, as well as local beliefs in Indonesia. Given the fact that Indonesian society is diverse, you can imagine how diverse the opinions, views, beliefs and interests of each citizen of the nation are, including religion. The diversity of ethnicities, languages and races does not rule out the possibility of conflict due to the differences that occur.

Entering the era of globalization which is marked by various advances in certain areas of human life, requires people to prepare themselves to have full competitiveness in order to be able to take advantage of the opportunities that exist in their environment. So that they will be able to survive and be able to adapt to developments in increasingly modern times.

To prepare a society that can be highly competitive is certainly not easy. And this is one of the tasks of educational institutions, which include schools. Every school, with all its limitations, is required to offer various useful tips and skills that will help society enter the era of globalization so that in the future society is not left behind.

Educational institutions, such as schools, will be able to achieve the goals expected by the community if they are supported by several things such as the existence of quality and reliable infrastructure, funds and human resources. Human resources are important in achieving the goals of an educational institution, because human resources are the driving force of other resources. Talking about human resources, it can actually be seen from two aspects, namely the quantity aspect and the quality aspect. The quantity aspect is related to the number of human resources, while the quality aspect is related to the quality of human resources.

The acceleration of the flow of information requires quality human resources who are able to analyze existing information and make decisions quickly and accurately. If the Indonesian people want to take part in the global arena, the strategic step that must be taken is to organize human resources, both in terms of intellectual, emotional, spiritual, creativity, moral and responsibility. For this reason, the role of education is considered the most important, because it is through education that we can master the existence of knowledge. (Mulyasa, 2022, 3)

Human resources for educators and education personnel are active elements, while other elements are passive elements that can be changed by human creativity. Therefore, by managing human resources for educators and quality education personnel, it is hoped that they can optimize their potential in order to be able to support the formation of quality education. In this case, the human resources of educators and education personnel are an important point in solving the problems faced by the world of education.

In an educational institution, improving the quality of education requires close teamwork to make it happen. In reality, educational institutions often face managerial and administrative problems for educational managers in various types of positions and levels. A fairly big obstacle in improving the quality of education is that educational institutions still have a small number of professional staff.

Human resources for educators and education personnel are a very determining component in the education system as a whole, which must receive central, first and

foremost attention. This figure will always be in the strategic spotlight when talking about educational issues because teachers or educators are always related to components and within the education system.

Human resource development itself can also be divided into two, namely macro human resource development and micro human resource development. Human resource development at a macro level is a process of improving human quality or ability in order to achieve a development goal effectively, while the development of human resources for educators and educational staff is carried out at a micro level, namely within the scope of an organization, agency or institution, both government and private. (Notoatmodjo, 2009, 2).

Human resource management facilitates the actualization and development of the competencies of educators and education personnel through systematic development and empowerment programs. Human resource management is a factor that will determine organizational performance, the accuracy of utilizing and developing human resources and integrating them into a unified movement and direction of the organization will be important for increasing the organization's capacity in achieving its goals.

The existence of human resources is an integral part of the life of a school. Because each human resource has a strategic role. Therefore, the development of existing personnel is the responsibility of the principal as the highest leader in a school. Consequently, every school principal must truly understand the scope or dimensions of staffing. Many problems are inseparable from school life as an organization. These problems include several aspects such as defining goals, determining policies, developing programs, employing people, providing facilities, achieving results and coordinating separate activities. All of these activities require the involvement of people with different ability backgrounds, such as professional teachers, groups of people who are not involved in teaching duties, such as librarians, laboratory assistants and so on. Whether an organization is good or bad often depends largely on leadership factors.

Various research has also proven that leadership factors play an important role in organizational development. Therefore, school principals have an important role in developing existing human resources. Human resources here are teachers and other personnel.

Relating to efforts to develop Islamic educational institutions such as schools, so that they are able to survive and develop, and can compete with school (non-school) educational institutions. To be able to build a system for providing Islamic education (schools), the main key is that schools must have reliable (quality) human resources. To be able to have reliable human resources, schools must make various efforts and strategies in managing and developing (recruiting, empowering and utilizing) the available human resources to the maximum extent possible. Starting from the paradigm of thinking about education from the perspective of social sciences, it can be said that educational activities are something inherent in every human resource.

Religious moderation is the business and duty of all elements of the nation, it is in the interests of everyone within the group and community to safeguard the interests of security and peace of the State and society. Moreover, in the current era of openness, it is very easy for the ideas and understanding of extreme groups to spread in every aspect of national, religious and homeland life by displaying religious pretexts whose interpretation is very far from the values of rahmatan lil alamin. 11 Moderation is not passive neutrality, nor is it

mathematical middleness. Nor is it as suggested by the words 'moderate or wasath', namely 'middle' which leads to the assumption that moderation does not encourage humans to try to reach the peak of something good and passive, such as worship, knowledge, wealth and so on. As a result of the blurred meaning of wasathiyah (moderation), those who are extreme and those who take it easy both judge themselves to have implemented moderation, even though both attitudes are far from the middle which is an indicator of moderation.

Islamic education in Indonesia uses at least two types, namely; Integrative and comprehensive, namely using a variety of materials that are interrelated between themes and several other themes. Education should direct thoughts, attitudes and skills. In other words, it is stated that the minimum measure of educational success can be seen from cognitive, affective and psychomotor changes. These three aspects should be achieved in an integrative and comprehensive manner.

Indonesia consists of various tribes, nations and languages. Geographically, Indonesia consists of various islands with their own rich culture and local wisdom. Indonesia has a pluralistic and multi-variant society, so the most effective way to overcome division, egocentrism, primordialism and the emergence of radicalism is to instill moderate behavior. For those who are Muslim, Islamic moderation has also been prepared. Islamic education that has used moderation techniques is expected to prevent students from behaving intolerantly and radically, both in attitudes, behavior and thoughts, so that every student who graduates from Religious Moderation Products is able to accept all kinds of diversity and religion and can respect the beliefs held by other adherents.

## **WRITING METHOD**

This research was carried out at SD Negeri 020259 which is located at Jl. Cut Nyak Dhien, Tanah Tinggi Village, East Binjai District, Binjai City, North Sumatra Province. SD Negeri 020259 has been accredited A and has NPSN: 10211423, NSS: 101076103001, tel. (061) 8825604 and email: [sdlimasembilan@gmail.com](mailto:sdlimasembilan@gmail.com), blog: [sdlimasembilan.blogspot.com](http://sdlimasembilan.blogspot.com), youtube: Edukasi59, facebook: Limasembilan Edukasi. This school holds study time in the morning. Apart from that, the researcher chose this research location, because SD Negeri 020259 is a large elementary school and is in great demand by the community with 353 students, 25 educators and education staff, and a study group of 12 classes.

This research uses a qualitative research approach where qualitative research as a scientific method is often used and carried out by a group of researchers in the field of social sciences, including educational sciences. A number of reasons were also put forward, the essence of which is that qualitative research enriches the results of quantitative research. Qualitative research is carried out to build knowledge through understanding and discovery. The qualitative research approach is a research and understanding process based on methods that investigate social phenomena and human problems. In this research, researchers create a complex picture, examine words, detailed reports from respondents' views and conduct studies in natural situations. (Iskandar, 2009:11)

In qualitative research, the researcher is the key instrument. Therefore, researchers must have theoretical knowledge and broad insight so they can ask questions, analyze and construct the objects being studied more clearly. Qualitative research where the researcher's role is as a key instrument in collecting data and interpreting data. Data collection tools usually use direct observation, interviews, document studies. While the

validity and reliability of data uses triangulation using inductive methods, the results of qualitative research emphasize meaning rather than generalization.

## **RESULTS AND DISCUSSION**

### **1. Human Resources Planning**

Planning is an action that will be carried out to obtain specified results within a certain period and time space. Thus, planning is a thought process, both in outline and in detail, of an activity or work carried out to achieve the best and most economical certainty. It can also be said that planning is an anticipation of something that will happen, because it must be the best possible process.

Apart from that, planning is also an activity or process that is very important in various activities at school, including human resource management at school. This can be understood because in general planning is the process of determining goals, evaluating various alternatives for achieving them and determining the actions to be taken. And in the context of human resource management for schools, planning is the process of determining future human resource needs based on changes that occur and the supply of staff available in the school.

The availability of human resources needed by schools to carry out tasks in the future is very important to ensure that school organizational activities can be carried out well. And every time an activity is to take place it must be planned in advance to ensure or minimize disruption to the school's plans.

For this reason, in accordance with its function to assist school organizations in achieving their goals from the human resources aspect, the process of determining the school's human resource needs in the future, the determination process is carried out through the following steps:

- a. Analyze several factors causing changes in human resource needs.
- b. Forecasting human resource needs.
- c. Determining human resource needs in the future.
- d. Analysis of the availability (supply) of human resources.
- e. Determination and implementation of programs. (Harris, 1997, 163).

### **2. Understanding Human Resource Management**

Human resources are everything that is a company asset to achieve its goals, because the development of a company really depends on the productivity of the workforce in the company. According to Mila Badriyah, human resources are a very vital organizational asset, so their role and function cannot be replaced by other resources. (Badriyah, 2015, 15)

Meanwhile, according to Edy Sutrisno, human resources are the only

resources that have reason, feelings, desires, skills, knowledge, encouragement, power and work (ratio, taste and intention). (Sutrisno, 2016, 3) Therefore, human resources are an important element in achieving goals in a company, with the quality of human resources and the skills of workers they can move the company well and correctly.

Humans are one of the organizational resources that play the most functions and roles in achieving organizational goals. However advanced technology today has replaced the largest part of human labor, especially unskilled labor, the human factor still plays an important role in the success of an organization's efforts in achieving success. Such a perspective always places humans as the main element of the organization, where humans are the organizers, managers, and also activators.

According to Nawawi, there are three definitions of human resources, namely:

- a) Human resources are people who work within an organization (also called personnel, workforce, workers or employees).
- b) Human resources are human potential as a driving force for an organization to realize its existence.
- c) Human resources are potential which are assets and function as capital (non-material/non-financial) in a business organization, which can be realized into real potential physically and non-physically in realizing the existence of the organization. (Nawawi, 2001, 38).

Based on the definition of HRM as stated by the experts above, it can be emphasized that human resource management is a management activity that specifically organizes and manages people. HRM activities are directed at producing quality organizational human resources (HR) and extracting optimal benefit value from the availability of quality HR to achieve organizational goals effectively and efficiently. Based on the explanation above, human resource management is a management activity that is directed to focus on managing and managing people. The main target of human resource management is to produce quality organizational human resources according to the organization's needs and how to utilize them to provide maximum benefit value for achieving organizational goals. Simply put, human resource management is directed at forming effective and efficient work units to achieve organizational goals.

### **3. Human Resource Development in Madrasas**

The castetter concept in human resource development can be used as a comparison material in its development. Castetter has provided a complete

concept regarding human resource development (HR), especially educational HR. These concepts have provided a clear picture of human resource development, starting from planning, implementation, to evaluation and follow-up. Based on the castetter concept, effective management of educational personnel in Indonesia must be seen as the development of educational personnel is part of national development. Currently, educational development is always given secondary importance, and is often used as a tool for political interests. Thus, what has been done so far in educational PSDM in Indonesia is still very ineffective and inefficient. Operationally, the castetter concept in developing educational staff in Indonesia can be identified as follows:

a. General strategy

First, HR development must be carried out based on a clear needs plan. Second, in the world of education it is necessary to continuously develop professional attitudes and abilities. Third, cooperation between the world of education and companies needs to be continuously developed.

b. Special strategy

First, improving the welfare of human resources. Second, improve the quality of education. Third, recruitment and placement of human resources, especially educational staff, needs to pay attention to quality, district or city coverage, and career development in the community.

Apart from that, the development of school principals is also very necessary. The principal as the top leader in the school is obliged to utilize all personnel effectively and efficiently so that the objectives of providing education in the school are achieved optimally. This utilization is achieved by assigning job duties in accordance with the abilities and authority of each individual. Judging from the process, other personnel management includes procurement, appointment, coaching, supervision, dismissal and assignment, which need to be looked at to obtain the most suitable personnel management system in education, and if necessary actually improve the quality of the educational process. There are several basic principles that school principals must adhere to in implementing personnel management, namely:

- a) In developing a school, human resources are the most valuable component.
- b) Human resources will play an optimal role if they are managed well.
- c) The organizational culture and atmosphere in the school, as well as the managerial behavior of the school principal, greatly influence the achievement of school development goals.
- d) Personnel management in schools in principle strives for every school



member to work together and support each other to achieve school goals.

In this context, professional development must support quality improvement and recognition of achievements needs to be developed. School-based quality improvement management gives school principals the authority to control human resources, flexibility in responding to community needs, for example appointing honorary staff for unique skills or local content. Likewise, sending teachers to take part in certain trainings to agencies that are deemed appropriate for the sake of developing their insight and professionalism. As a logical consequence of such a commitment, schools must be allowed to do the following:

- a. Develop educational planning and priorities within the terms of reference created by the government. Monitor and evaluate any progress that has been achieved and determine whether the objectives meet the needs for improving quality.
- b. Present reports on results and performance to the community and government as consumers of educational services.

#### **4. Values of Religious Moderation**

In supporting moderate concepts and attitudes, there are at least four basic values that need to be developed and internalized through the educational process. The four basic values are tolerance (Tasamuh), fairness (I'tidal), balance (tawazun) and equality.

##### **a. Tolerance**

Tolerance in popular Arabic is called tasamuh, tasamuh itself means the nature and attitude of tolerance or mutual respect between fellow human beings, even if they have different positions or opinions. The word "tolerance" comes from English, "tolerance" which means allowing, recognizing and respecting other people's beliefs without requiring approval. (Munawar, 2003, 13) This attitude of tolerance is an attitude of appreciation, respect and taking care of something so that it does not damage the personality of a nation which can later give rise to a plural reality, where harmony is created between people of the same religion and then between religious communities. The existence of tolerance between religious communities is able to form a dynamic social condition that functions as an orderly, security, peace, and unifier in communication and social interaction. (Rohmat, 2014, 64)

From the description above, it can be concluded that tolerance is an attitude of tolerance in dealing with differences that exist in the reality of life in society. This attitude of tolerance is not a demand, not

coercion, this attitude is born from the conscience of each human being. In understanding and interpreting tolerance there are different perceptions, so that classifying forms of tolerance also varies. In his book, Said Agil Munawar explains that there are two types of tolerance, namely static tolerance and dynamic tolerance. Static tolerance is theoretical, meaning cold tolerance without cooperation. So, tolerance is just an idealistic opinion of society but has no implementation. Meanwhile, dynamic tolerance is active tolerance that gives rise to cooperation to achieve common goals, so that harmony between diverse communities is no longer just theoretical. However, as a reflection of the togetherness between religious communities as a nation. (Mumtahir, 2021, 36)

Tolerance has two types. Firstly, tolerance towards fellow Muslims, it cannot be denied that differences are very easy and very vulnerable to giving rise to conflict, not only across religions, but between followers of different religious groups. Therefore, there is a need for a comprehensive understanding of one's own religious teachings so that one can act appropriately and wisely towards fellow believers or between religions. Second, tolerance towards non-Muslims, the need for mutual respect and respect in maintaining a sense of unity and integrity in society, so that friction does not occur which can lead to conflict. Apart from mutual respect, a deep understanding of one's own religion and other religions is also very necessary.

**b. Justice**

Even though almost all religions have a basic concept of justice, this justice is often used as a standard of virtue in a religion, but differences in understanding cannot be avoided. Likewise, there are differences in perception and development of vision in accordance with theological principles. That's why justice is very important to implement. (The value of Islamic moderation and its internalization in schools, M. Ajib Hermawan). Justice here is an attitude that is not biased, but rather an attitude that favors the truth.

**c. Balance**

A balanced attitude here is an attitude of harmony in serving in order to achieve harmonious relationships between fellow human beings and between humans and Allah SWT. This principle of tawazun seeks to realize the integrity and social solidarity of Muslims. Balance here can be interpreted as a form of perspective to do something in

moderation, not too much, but also not less, not conservative but also not liberal. In its application, balance is an attitude that does not condone various extreme actions which often use violence in their actions, and develops control over normal power. Balance here refers to efforts to create peace and prosperity for the entire community.

**d. Equivalent**

In Islam, the view is that all humans are the same (equal). There are no differences between one another, caused by ethnicity, race, skin color, language or other cultural identities. This principle of equality is a consequence of the value of tolerance achieved through inclusiveness. In fact, even though we, as social humans, even though we have differences, be it ethnicity, race, culture, religion or other differences, we still interact by prioritizing an attitude of tolerance and respect for each other without assimilation.

**CONCLUSION**

Religious moderation is a concept of noble value that is highly recommended by Allah SWT, in fact Allah SWT calls this religious moderation Wasathiyah. There are wasathiyah/moderate principles that are good for the continuation of a peaceful and loving life. These principles include Tawazzun (balanced), I'tidal (straight and firm), Tasamuh (tolerance), Tawassuth (taking the middle path), Shura (deliberation), Ishlah (reform), Tahadhdhur (civilized), Musawah (egalitarian), Aulawiyah (putting priorities first), Tathawwur wa Ibtikar (dynamic and innovative). The value of moderation contained above is applied in the cadre formation process through Islamic education, so that in the future there will be more and more pluralistic generations who uphold the principle of equality and mutual respect for the principle of difference, and more and more generations will emerge who love diversity in religion in Indonesia. Human resource planning for religious moderation at SD Negeri 020259 Kec. East Binjai applies:

1. Upholding the Pancasila ideology as the basis for implementing religious moderation in schools.
2. Analyze the fulfillment of the needs of educators, existing educational personnel with the principle of transparency, equality, and placement according to the areas of expertise required by the school.
3. Carry out mapping and placement of human resource needs according to the level of education held.
4. Provide opportunities for justice regarding the rights and obligations of all school members. The school is tolerant towards all groups even though they differ in belief, ethnicity, religion and class.

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