



# Job Analysis in Human Resource Management at TPQ Istikmal Surabaya: A Synergy of Theory and Field Practice

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## ABSTRACT:

Job analysis is a fundamental instrument in human resource management (HRM) that supports role clarity, task distribution, and professional accountability in educational institutions; however, its application in nonformal Islamic education institutions remains limited. This study aims to examine the implementation of job analysis in managing human resources at Taman Pendidikan Al-Qur'an (TPQ) Istikmal Surabaya by integrating theoretical perspectives with field practices grounded in Islamic educational values. Employing a qualitative descriptive approach, the study combines a literature review with field research. Data were collected through purposive in-depth interviews with TPQ leaders and teachers, participatory observation of instructional and administrative activities, and document analysis, and were analyzed using descriptive qualitative analysis with triangulation to ensure credibility. The findings reveal that job analysis at TPQ Istikmal Surabaya has been substantively implemented through practical stages of role identification, task allocation, and competency-based placement, although formal documentation remains limited. This implementation contributes to reduced role overlap, improved coordination, and enhanced effectiveness of HRM while maintaining values of sincerity, responsibility, and consultation. The study concludes that job analysis functions as a strategic HRM instrument in nonformal Islamic education and recommends gradual formalization to strengthen professionalism and institutional sustainability.

**Keywords:** Job Analysis; Human Resource Management; Tpq; Islamic Education; Job Description; Job Specification

## ABSTRAK:

Analisis pekerjaan merupakan instrumen fundamental dalam manajemen sumber daya manusia (SDM) yang mendukung kejelasan peran, distribusi tugas, dan akuntabilitas profesional di lembaga pendidikan; namun, penerapannya di lembaga pendidikan Islam nonformal masih terbatas. Studi ini bertujuan untuk meneliti implementasi analisis pekerjaan dalam pengelolaan sumber daya manusia di Taman Pendidikan Al-Qur'an (TPQ) Istikmal Surabaya dengan mengintegrasikan perspektif teoritis dengan praktik lapangan yang berlandaskan nilai-nilai pendidikan Islam. Dengan menggunakan pendekatan deskriptif kualitatif, studi ini menggabungkan tinjauan pustaka dengan penelitian lapangan. Data dikumpulkan melalui wawancara mendalam yang bertujuan dengan pimpinan dan guru TPQ, observasi partisipatif terhadap kegiatan pengajaran dan administrasi, dan analisis dokumen, dan dianalisis menggunakan analisis kualitatif deskriptif dengan triangulasi untuk memastikan kredibilitas. Temuan menunjukkan bahwa analisis pekerjaan di TPQ Istikmal Surabaya telah diimplementasikan secara substansial melalui tahapan praktis identifikasi peran, alokasi tugas, dan penempatan berbasis kompetensi, meskipun dokumentasi formal masih terbatas. Implementasi ini berkontribusi pada pengurangan tumpang tindih peran, peningkatan koordinasi, dan peningkatan efektivitas SDM sambil tetap menjaga nilai-nilai ketulusan, tanggung jawab, dan konsultasi. Studi ini menyimpulkan bahwa analisis pekerjaan berfungsi sebagai instrumen SDM strategis dalam pendidikan Islam nonformal dan merekomendasikan formalisasi bertahap untuk memperkuat profesionalisme dan keberlanjutan institusional.

**Kata kunci:** Analisis Pekerjaan; Manajemen Sumber Daya Manusia; TPQ; Pendidikan Islam; Deskripsi Pekerjaan; Spesifikasi Pekerjaan

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## INTRODUCTION

Human resource management (HRM) in nonformal Islamic educational institutions such as TPQ plays a crucial role in ensuring the quality of education and the sustainability of institutional operations. In the context of educational institutions, HRM is not merely concerned with the administrative management of teaching and non-teaching staff, but also encompasses planning, placement, development, and continuous performance evaluation. One of the fundamental instruments in HRM is job analysis, which serves as the basis for determining the tasks, responsibilities, and qualifications required for each position. In practice, however, human resource management in TPQ still faces various challenges in implementing job analysis, such as unclear task distribution, overlapping roles between teaching and administrative staff, and mismatches between individual competencies and the positions held, which in turn have the potential to reduce work effectiveness and hinder the optimal achievement of educational objectives.

Previous studies indicate that job analysis plays a significant role in supporting the effectiveness of human resource management. Komalasari emphasizes that job analysis encompasses key elements, including tasks, responsibilities, working conditions, and job specifications required for employees to perform their roles effectively within an organization.<sup>1</sup> Meanwhile, Herawati found that clarity in job analysis has a positive effect on educators' performance.<sup>2</sup> However, most of these studies have primarily focused on formal educational institutions and have not specifically examined the implementation of job analysis in the context of nonformal religious educational institutions such as TPQ.

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<sup>1</sup> Shanty Komalasari, Siti Maisarah, and Nida Urrahmah, "Analisis Jabatan Dalam Manajemen Sumber Daya Manusia," *Jurnal Ilmu Manajemen Saburai (JIMS)* 8, no. 1 (April 2022): 91–101, <https://doi.org/10.24967/jmb.v8i1.1620>.

<sup>2</sup> Nanda Silsabila Herawati et al., "Analisis Jabatan Dan Implikasinya Terhadap Kinerja Tenaga Pendidik," *Jurnal Pendidikan Dan Ilmu Sosial (JUPENDIS)* 2, no. 3 (June 2024): 209–21, <https://doi.org/10.54066/jupendis.v2i3.2031>.

Nevertheless, in the context of nonformal Islamic education such as TPQ, there is still limited research that examines the integrated implementation of job analysis from both theoretical and practical perspectives. Several studies have addressed job analysis in formal or governmental institutions, such as the Department of Culture in Riau Province, demonstrating that job analysis variables have a significant effect on employee performance, both directly and indirectly through competence as an intervening variable.<sup>3</sup> However, nonformal educational institutions have distinct characteristics, including limited human resources, the dual roles of educators and administrative staff, and the lack of formal documentation.

The condition of TPQ Istikmal Surabaya provides a distinctive illustration of these challenges. Established in the early 2000s and still operating to date, the TPQ accommodates approximately 180 students, with teaching staff largely consisting of volunteers, and with not all positions formally documented. This situation highlights the need to examine how job analysis has been implemented, is currently being applied, and can be more systematically developed within the institution. It also raises questions regarding whether core elements such as job descriptions, job specifications, and job evaluation have been implemented; how tasks and capacities are distributed among educators; and how structural challenges and nonformal Islamic values influence their implementation.

Based on the foregoing discussion, it can be concluded that studies on job analysis as a strategic instrument in HRM within TPQ remain relatively limited. Most existing research tends to position job analysis merely as an administrative tool, thereby failing to capture its strategic role in supporting effective and sustainable human resource management in TPQ. This condition

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<sup>3</sup> Sabri and Ririn Handayani, "Analisis Jabatan Dan Pengembangan Karir Serta Pengaruhnya Terhadap Kinerja Pegawai Dengan Kompetensi Sebagai Variabel Intervening (Studi Pada Dinas Kebudayaan Provinsi Riau)," *Jurnal Manajemen Dan Bisnis Terapan* 1, no. 2 (2019): 77–86, <https://doi.org/10.31849/jmbt.v1i2.8470>.

indicates the presence of a research gap that warrants further investigation. Therefore, this study aims to analyze the role of job analysis as a strategic instrument in human resource management and its implications for the effectiveness of HR management in Taman Pendidikan Al-Qur'an (TPQ).

## METHODS

This study employs a descriptive qualitative approach by combining a literature review and field research. This approach is chosen because the objective of the study is neither to explore in-depth subjective experiences, as in phenomenological research, nor to examine a single case holistically and contextually, as in a case study design, but rather to describe and analyze the practice of job analysis in human resource management from both functional and structural perspectives within nonformal religious educational institutions. Therefore, this design is considered the most appropriate for systematically explaining the relationship between the concept of job analysis and the practice of HR management in TPQ.

The field research was conducted at TPQ Istikmal Surabaya, which was purposively selected due to its distinctive characteristics, including an established division of roles between administrators and *ustadz/ustadzah*, as well as a relatively stable number of students and teaching staff. The research subjects were also determined purposively by considering the direct involvement of informants in the management and implementation of activities within the TPQ. This study emphasizes the selection of key informants, namely the head of the TPQ and several *ustadz/ustadzah* who hold strategic roles in institutional management. The number of informants was determined based on the principle of data sufficiency (data saturation), meaning that data collection was concluded when the information obtained became repetitive and no longer yielded significant new findings. The validity of the data was strengthened through source

triangulation to ensure the consistency of the information obtained.<sup>4</sup>

Data collection techniques included in-depth interviews, observation, and documentation. First, interviews were conducted to obtain information regarding the distribution of tasks, roles, and responsibilities within the TPQ management structure. To minimize potential social desirability bias arising from all informants being internal to the institution, the researcher employed strategies such as developing semi-structured interview guidelines, using open-ended questions, and creating a non-hierarchical interview setting to encourage participants to express their views reflectively and honestly.

Second, an observation was conducted to directly examine the implementation of duties performed by *ustadz/ustadzah* and TPQ administrators. The observation was carried out in a limited participatory manner, in which the researcher acted as an observer without direct involvement in institutional decision-making. The focus of observation included the execution of teaching duties, interactions among administrators, and the practice of role distribution in both instructional and administrative activities, while the level of researcher involvement was deliberately restricted to maintain objectivity and avoid influencing the institution's natural dynamics. Third, documentation was utilized as supporting data, including organizational structures, activity schedules, and other relevant documents related to job analysis.

The data obtained were analyzed using a descriptive qualitative approach following the stages proposed by Miles and Huberman, namely data reduction, data display, and conclusion drawing/verification. Data reduction was conducted to select relevant information, and data display was presented in the form of narratives, tables, and diagrams to facilitate interpretation, while conclusion drawing was carried out through comparisons

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<sup>4</sup> Barney G Glaser and Anselm L Strauss, *The Discovery of Grounded Theory: Strategies for Qualitative Research* (Chicago: Aldine Transaction, 1967).

between field findings and the literature review.<sup>5</sup> To enhance the validity and credibility of the data, this study employed source and technique triangulation by comparing information obtained from the head of the TPQ, teachers, administrative staff, and foundation administrators, as well as verifying the data through observation and official TPQ documents. This was further strengthened through member checking, in which the findings were reconfirmed with key informants to ensure the accuracy and consistency of meaning.<sup>6</sup> This strategy is expected to produce an accurate and representative depiction of the practice of job analysis in human resource management within nonformal Islamic educational institutions.

## RESULTS AND DISCUSSION

### RESULTS

#### 3.1 Concept and Implementation of Job Analysis in Human Resource Management at TPQ Istikmal Surabaya

Job analysis in the context of human resource management (HRM) can be understood as a systematic process aimed at obtaining in-depth information about a particular job. According to Komalasari, job analysis encompasses essential elements such as tasks, responsibilities, working conditions, as well as the educational qualifications and skills required.<sup>7</sup> This process generates accurate data that can be used as a basis for managerial decision-making, including the stages of planning, organizing, implementation, and supervision of human resources.

In the context of education, Aziz emphasizes that job analysis is not limited to the preparation of job descriptions, but also encompasses job classification and comprehensive career evaluation. This provides clear direction for both teaching and non-teaching staff, enabling them to perform their roles in accordance

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<sup>5</sup> M B Miles, A M Huberman, and J Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (Thousand Oaks: Sage Publications, 2019).

<sup>6</sup> Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2022).

<sup>7</sup> Komalasari, Maisarah, and Urrahmah, "Analisis Jabatan Dalam Manajemen Sumber Daya Manusia."

with institutional expectations.<sup>8</sup> This implies that job analysis functions as a guideline to prevent role overlap while simultaneously promoting the improvement of both individual and organizational performance.

Furthermore, in line with Hasanah's view, job analysis becomes essential to ensure that educators are assigned in accordance with their capacities. Through the principle of *the right person in the right place at the right time*, educational institutions can implement appropriate recruitment processes, conduct objective performance evaluations, and design well-directed career development programs. Thus, job analysis plays a crucial role in helping institutions maintain the quality of human resources in a sustainable manner.

From the above discussion, it can be understood that job analysis serves as a fundamental foundation to ensure that each member of the educational staff is placed in the appropriate position. The relevance of this concept to Islamic educational institutions is reflected in the need for clear role delineation among teachers, administrative personnel, and other supporting staff. Such clarity ultimately contributes to the achievement of educational objectives, namely the development of individuals who are knowledgeable and possess noble character.

Job analysis serves strategic purposes within Islamic educational institutions to ensure institutional sustainability and the quality of teaching staff. The following are its primary functions:

- 1) Basis for recruitment and selection of educators in accordance with their competencies.

Job analysis serves as an objective tool in the recruitment and selection process, as it provides a comprehensive overview of the tasks, responsibilities, and competencies required for a particular position. It helps ensure

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<sup>8</sup> Herawati et al., "Analisis Jabatan Dan Implikasinya Terhadap Kinerja Tenaga Pendidik."

that educators are placed according to their qualifications, thereby enhancing work effectiveness and overall performance.<sup>9</sup>

2) Guidelines for placement and task distribution.

Job analysis is highly useful in developing job descriptions and job specifications, and it also contributes to establishing a clearer organizational structure. By systematically assigning tasks and responsibilities through job analysis, roles within Islamic educational institutions become more clearly defined, thereby preventing role overlap and enhancing operational effectiveness.<sup>10</sup>

3) Reference for teacher training and development programs.

Job analysis assists educational management in enhancing organizational competencies and in designing targeted training interventions. This aligns with the commitment to maintaining high-quality performance in Islamic education.<sup>11</sup>

4) An instrument for performance appraisal and job promotion.

Job analysis enables more objective and informative performance evaluation through clearly defined job descriptions and competency indicators. Clarity of tasks and responsibilities enhances motivation, job satisfaction, and the overall efficiency of educators. In addition, job analysis allows organizations to establish promotion procedures based on measured competencies.<sup>12</sup>

5) Ensuring the effectiveness and efficiency of Islamic educational institutions.

Job analysis helps clarify responsibilities and expectations and enables objective performance evaluation,

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<sup>9</sup> Gesha Ayu Hanafiah et al., "Peran Analisis Jabatan Dalam Meningkatkan Kinerja Dan Efisiensi Tenaga Pendidik: Sebuah Kajian Literatur," *Unpublished Manuscript*, n.d.

<sup>10</sup> Arini Zahwatul Khoiroh and Iffah Okta Afiana, "ANALISIS JABATAN SEBAGAI OPTIMALISASI PENEMPATAN SUMBER DAYA MANUSIA," *Unpublished Manuscript*, n.d.

<sup>11</sup> Alivia Ummi Jamilah et al., "Analisis Jabatan Sebagai Instrumen Strategis Dalam Pengelolaan Sumber Daya Manusia," *Lokawati: Jurnal Penelitian Manajemen Dan Inovasi Riset* 3, no. 4 (June 2025): 11–23, <https://doi.org/10.61132/lokawati.v3i4.1843>.

<sup>12</sup> Herawati et al., "Analisis Jabatan Dan Implikasinya Terhadap Kinerja Tenaga Pendidik."

which is essential for improving both efficiency and effectiveness in educational management.<sup>13</sup>

However, the field findings indicate that the implementation of job analysis at TPQ Istikmal Surabaya is carried out contextually and adapted to the characteristics of a nonformal Islamic educational institution. TPQ Istikmal places greater emphasis on aspects of trust, religious commitment, and *\*amanah\** (moral responsibility) in assigning roles to educators. Consequently, job analysis is not applied normatively as in formal organizations, but is instead interpreted as a value-based role agreement grounded in Islamic principles. This integration of job analysis concepts with field practices reflects an adaptation of modern management approaches within a religious institutional context.

The implementation of job analysis at TPQ Istikmal Surabaya is carried out through systematic stages, although not fully documented in a formal manner. The first stage involves preparation and planning, in which the head of the TPQ, together with the operator, reviews the existing organizational structure, determines job titles, and maps the positions and functions of each educator and administrative staff member. This is followed by job inventorying to identify the number of teachers, staff, and operators available, while also preparing data collection instruments such as interview guidelines and work activity recording forms. At this stage, communication is also conducted with all teachers and staff to ensure they understand the purpose and objectives of the job analysis, thereby fostering a shared understanding of their respective roles without causing confusion or discomfort.

The second stage involves data collection, which is carried out through in-depth interviews with the head of the TPQ, teachers, operators, and foundation administrators, as well as direct observation of the teaching and operational management

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<sup>13</sup> Ainun Ma'rifah et al., "Analisis Jabatan Dalam Peningkatan Kinerja Guru Di Sekolah," *Jurnal Budi Pekerti Agama Islam* 2, no. 4 (June 2024): 178–92, <https://doi.org/10.61132/jbpai.v2i4.457>.

processes within the TPQ. In addition, questionnaires and daily logbooks are used to obtain information regarding teachers' daily activities, time allocation, and responsibilities. A participatory observation approach is also employed to assess staff interactions, task distribution, and workplace dynamics in the field. This combination of methods enables the collection of more accurate, objective, and in-depth data, despite its informal nature, given the limitations of official documentation within the TPQ.

The subsequent stage involves data processing, in which information obtained from interviews, observations, questionnaires, and documentation is analyzed descriptively. The head of the TPQ, together with the operator, selects relevant data, formulates job descriptions for each position, and identifies the required competencies and qualifications. The results of this analysis are used to establish job descriptions and job specifications for each position, as well as to determine the factors that serve as the basis for performance appraisal. Performance weights, achievement indicators, and work standards are also formulated to provide a reference for continuous HR development, evaluation, and improvement.

The final stage involves the formulation of recommendations and implementation, which includes task distribution based on competencies, the establishment of administrative procedures, and the planning of teachers' professional development. In practice, several teachers with administrative capabilities are assigned additional responsibilities as treasurers or operators, allowing managerial functions to continue despite limited human resources. Task allocation decisions are made through deliberation (*musyawarah*), prioritizing values such as *amanah* (trustworthiness), patience, and sincerity, thereby integrating spiritual principles with professionalism. The implementation of these stages demonstrates that, although TPQ Istikmal does not yet possess formally documented procedures, job analysis has been substantively carried out, enabling the appropriate placement of

educators according to their capacities, preventing role overlap, and enhancing the effectiveness of value-based human resource management grounded in Islamic principles.

Thus, effective job analysis in Islamic educational institutions can foster professional human resource management while maintaining an Islamic orientation, thereby supporting the achievement of educational goals that emphasize quality, equity, and *barakah* (blessing).

### 3.2 Human Resource Management Practices at TPQ Istikmal Surabaya

The findings show that human resource management (HRM) practices at TPQ Istikmal Surabaya include the recruitment, development, and evaluation of educators, which are implemented in a flexible and contextual manner. The recruitment of educators is conducted through an internal mechanism based on recommendations from the community, senior teachers, and institutional alumni. Based on interview results, the head of the TPQ explained that the selection of prospective teachers emphasizes moral character (*akhlaq*), the ability to read the Qur'an, and commitment to educating children sincerely. This approach is in line with the principles of human resource planning in Islamic education, which place moral integrity as the primary foundation of professional competence.

This trust-based recruitment model has proven effective in maintaining the alignment of values and organizational culture within TPQ. Although it is not yet supported by formal written selection mechanisms and standardized competency frameworks, the recommendation-based system enables the institution to obtain educators who share emotional closeness and a common vision. These aspects serve as important assets in the context of small-scale nonformal educational institutions characterized by strong social ties.

Training and human resource development at TPQ Istikmal are carried out through direct field-based learning and daily

interactions among teachers. This pattern reflects a practice-based HR development approach (*learning by doing*) and collaborative learning. In line with Hadiati's view that human resource development does not always need to be structural, informal mentoring practices at TPQ Istikmal enable continuous transfer of knowledge and experience. Senior teachers act as mentors for new teachers in classroom management, the application of memorization methods, and the development of student discipline, thereby creating a professional learning process that is organic and adaptive.<sup>14</sup>

In terms of performance evaluation, the head of the TPQ conducts direct monitoring of the learning process through observation and informal discussions. This form of evaluation is considered effective in fostering open communication and egalitarian working relationships between the leadership and teachers. Feedback is provided directly when teaching challenges are identified, allowing for prompt and context-based improvements. Although a standardized written evaluation system has not yet been established, this approach strengthens a culture of reflection and continuous development within the TPQ environment.

Nevertheless, strengthening evaluation documentation is still necessary so that ongoing coaching practices can be recorded more systematically and serve as a basis for future managerial decision-making. As Herawati argues, nonformal evaluation has the potential to rely heavily on the leader's perceptions.<sup>15</sup> Therefore, the development of a simple evaluation format can be viewed as a strengthening measure rather than a correction of existing practices. Overall, these findings indicate that although HRM practices at TPQ Istikmal have been implemented effectively in a contextual manner, the application of job analysis as the

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<sup>14</sup> Eti Hadiati et al., "Analisis Pekerjaan Melalui Manajemen Sumber Daya Manusia Yang Berkompeten," *J-CEKI: Jurnal Cendekia Ilmiah* 4, no. 3 (March 2025): 568-74, <https://doi.org/10.56799/jceki.v4i3.7764>.

<sup>15</sup> Herawati et al., "Analisis Jabatan Dan Implikasinya Terhadap Kinerja Tenaga Pendidik."

foundation of human resource management still has room for gradual development.

### 3.3 Challenges and Structural Support in the Implementation of Job Analysis

The implementation of job analysis at TPQ Istikmal Surabaya takes place within an institutional context characterized by limited resources, which has led to role flexibility and functional multitasking among educators. Several *ustadz/ustadzah* take on additional administrative responsibilities, such as treasurer or activity operator, as an adaptation to the shortage of administrative staff. This work pattern enables the TPQ to continue operating effectively despite a simple organizational structure, while also reflecting a high level of commitment and responsibility among the educators.

This finding is consistent with Herawati's study, which indicates that small-scale educational institutions often develop flexible work distribution patterns as a sustainability strategy when documentation systems and human resources are not yet fully established.<sup>16</sup> In the context of TPQ Istikmal, role flexibility actually strengthens educators' comprehensive understanding of institutional functions, so that they not only act as teachers but also serve as operational drivers of the institution.

From a managerial perspective, this role duality has strategic implications. First, teachers' involvement in administrative tasks fosters a sense of ownership toward the institution, which contributes to increased loyalty and commitment to the sustainability of the TPQ. Second, cross-functional understanding enables managers to obtain a comprehensive overview of the TPQ's operational and academic needs, making decision-making more contextual. Third, although the workload increases, a work culture based on dedication and sincerity serves as a protective factor that maintains motivation and team cohesion.

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<sup>16</sup> Herawati et al.

In the long term, reliance on tacit knowledge and individual experience can be viewed as an organizational learning asset, as long as it is accompanied by gradual efforts to document existing good practices. In this way, individual dynamics do not become a source of vulnerability but rather serve as an initial foundation for strengthening the institutional system.

Support from the foundation serves as a structural pillar that strengthens the implementation of job analysis at TPQ Istikmal. Financial assistance for learning activities, training programs, and facilities, as well as the provision of external resource persons for Islamic-based educational management training, significantly contributes to enhancing human resource capacity and educators' motivation. This support reinforces the integration between professional management practices and the institution's spiritual values.

From a leadership perspective, the head of the TPQ plays a central role as both a driving force and a role model. The participative leadership style applied is characterized by direct involvement in teaching activities and teacher development, reflecting the principle of *leadership by example* in Islamic management. This leadership pattern creates a collaborative work climate, reduces hierarchical distance, and encourages open communication, thereby strengthening a sense of togetherness and collective responsibility. Although reliance on a strong leader may pose sustainability challenges, this leadership practice also serves as an important asset in the institutionalization of values and work culture.<sup>17</sup>

Therefore, the strategic step that can be taken by TPQ Istikmal is not to replace the existing practices, but rather to institutionalize these good practices into a more structured system. These efforts include: (1) the gradual formalization of the organizational structure and job descriptions; (2) the development of simple and

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<sup>17</sup> Abdul Rahman and Siti Hidayati, "Kepemimpinan Partisipatif Kepala Lembaga Pendidikan Islam Dalam Meningkatkan Kinerja Guru," *At-Tadrib: Jurnal Pendidikan Dan Kependidikan Islam* 8, no. 2 (2023): 145-60.

contextual performance evaluation indicators; (3) the strengthening of administrative functions in accordance with institutional capacity; (4) competency-based training planning; and (5) the reinforcement of coordination mechanisms with the foundation.

Through this approach, TPQ Istikmal Surabaya demonstrates that managerial professionalism can be developed progressively without eliminating the values of sincerity, togetherness, and spirituality that constitute the institution's core identity.

## DISCUSSION

### 3.1 Job Analysis as a Strategic Instrument

Based on the research findings, it can be understood that job analysis at TPQ Istikmal Surabaya has functioned as a strategic instrument in human resource management, although it has not yet been formally documented. The clarity of roles and the division of tasks implemented within the institution indicate that the primary functions of job analysis have been carried out in daily practice.

This finding is consistent with Komalasari's study, which states that job analysis plays a role in clarifying the tasks, responsibilities, and competency requirements of each job position.<sup>18</sup> With such clarity, the institution is able to carry out its activities more effectively and systematically. In addition, Jamilah emphasizes that job analysis serves as an important basis for the placement, development, and evaluation of human resources.<sup>19</sup>

### 3.2 Integration of Professionalism and Islamic Values

This study shows that human resource management at TPQ Istikmal is not solely oriented toward work effectiveness, but also emphasizes the values of *amanah* (trustworthiness), sincerity, and *musyawarah* (deliberation). These values serve as a foundation for

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<sup>18</sup> Komalasari, Maisarah, and Urrahmah, "Analisis Jabatan Dalam Manajemen Sumber Daya Manusia."

<sup>19</sup> Jamilah et al., "Analisis Jabatan Sebagai Instrumen Strategis Dalam Pengelolaan Sumber Daya Manusia."

strengthening educators' commitment and maintaining harmonious working relationships. This finding is consistent with Hasanah's study, which emphasizes the importance of balancing professional competence and spiritual values within Islamic educational institutions.<sup>20</sup> Thus, management practices at TPQ demonstrate that professionalism and religiosity can coexist harmoniously.

### 3.3 Theoretical and Practical Implications

Theoretically, this study reinforces the view that job analysis can be implemented flexibly in accordance with institutional characteristics, including within nonformal Islamic education. Practically, other TPQs may develop simple management systems through clear task distribution and periodic evaluation. This finding is consistent with Herawati's study, which indicates that clarity of work roles positively affects educators' performance.<sup>21</sup> Therefore, the gradual strengthening of managerial systems is important without eliminating the familial culture that has been established.

## CONCLUSIONS

This study shows that job analysis plays a strategic role in the management of human resources (HRM) at Taman Pendidikan Al-Qur'an (TPQ) Istikmal Surabaya, although its implementation has not yet been fully documented in a formal manner. Substantively, the implementation of job analysis is reflected in the relatively clear division of teachers' tasks, the placement of educators in alignment with competencies in Qur'anic knowledge and teaching experience, as well as the smooth execution of learning activities despite limited human resources. In addition, competency adjustments have been carried out contextually through the institution's daily practices. Job analysis at TPQ does not always exist in written administrative form but can function effectively

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<sup>20</sup> Siti Nurhidayatul Hasanah, "STRATEGI KEPEMIMPINAN KEPALA MADRASAH DALAM MENINGKATKAN KOMPETENSI PROFESIONAL GURU," *Unpublished Manuscript*, n.d.

<sup>21</sup> Herawati et al., "Analisis Jabatan Dan Implikasinya Terhadap Kinerja Tenaga Pendidik."

through informal mechanisms grounded in Islamic values, trust, and collective commitment.

The findings also reveal that HRM practices at TPQ Istikmal, including recruitment, development, and performance evaluation of educators, are conducted in a flexible and adaptive manner. Recruitment based on recommendations and an emphasis on moral integrity has proven effective in maintaining organizational value alignment and culture. Training through on-the-job learning and informal mentoring strengthens knowledge transfer among teachers, while nonformal evaluation based on observation and dialogue fosters open communication and continuous development. However, these practices still face limitations in documentation and standardization, meaning that the implementation of job analysis as a basis for HRM has not yet been fully optimized.

From a structural perspective, limited human resources have led to role flexibility and functional multitasking, which in turn serve as an adaptive strength of the institution. Support from the foundation and the participative leadership style of the TPQ head, reflecting the principle of leadership by example in Islamic management, play an important role in maintaining team cohesion, work motivation, and institutional sustainability. However, reliance on informal practices and certain leadership figures indicates the need for institutionalization efforts to ensure that managerial success does not depend solely on individuals.

Based on these findings, this study highlights a novelty in the form of an Islamic value-based job analysis model in TPQ, which integrates modern human resource management principles with Islamic values such as *amanah* (trustworthiness), sincerity, *musyawarah* (deliberation), and collective responsibility. This model contributes theoretically to Islamic HRM studies and practically to TPQ managers and other nonformal Islamic educational institutions. Therefore, it is recommended that TPQ Istikmal Surabaya gradually formalize its organizational structure,

job descriptions, and simple performance evaluation mechanisms without eliminating its religious character and familial culture. Through this approach, managerial professionalism can be strengthened in a sustainable and contextually relevant manner.

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