

Human Resource Management of Civil Servants and Islamic Education Quality: A Structural-Functional Analysis of Regional Education Governance

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ABSTRACT

The quality of Islamic education is influenced not only by the competence of educators but also by the effectiveness of human resource management within the public sector and the governance of educational institutions managed by government bureaucracies. However, studies that specifically examine the role of State Civil Apparatus (ASN) human resource management in strengthening Islamic education governance at the regional level remain limited. Therefore, this study aims to analyze the strategies of ASN human resource management in improving the quality of Islamic education in East Kotawaringin Regency using a structural-functional theory perspective. This study employed a qualitative approach with a case study design. Data were collected from ASN officials in the regional education office, madrasah principals, and teachers in Islamic educational institutions through in-depth interviews, field observations, and documentation studies. Data analysis was conducted through stages of data reduction, data presentation, and thematic conclusion drawing. The results indicate that ASN human resource management contributes to improving the quality of Islamic education through three main strategies: developing teachers' professional competencies, strengthening educational institutional governance, and enhancing coordination between local governments and Islamic educational institutions. Teacher training programs, strengthening school management, and institutional policy support were found to play significant roles in improving educator professionalism and the effectiveness of the learning process. These findings highlight that public sector human resource management functions as an important mechanism in strengthening the institutional capacity and governance of Islamic education at the regional level.

1. INTRODUCTION

Education is one of the strategic sectors in sustainable human resource development. In a global context, the quality of education is seen as a major factor in enhancing national competitiveness and building a knowledge-based society. Various studies show that improving the quality of education is not only determined by the curriculum and learning facilities, but also by the quality of educational organization management and the effectiveness of human resource management (Bush et al., 2019; OECD, 2023). In modern educational organizations, human resources are a determining factor in the success of educational institutions in achieving learning objectives, improving the quality of educational services, and producing graduates who are competitive at the national and global levels. From an organizational management perspective, human resource management (HRM) is no longer understood merely as an administrative function

such as recruitment, selection, and employee placement, but has evolved into a strategic approach that includes competency development, performance management, and the formation of an organizational culture that supports institutional effectiveness. Strategic HRM practices have been shown to have a significant relationship with improving the effectiveness of educational organizations and the quality of student learning (Bratton & Gold, 2017; Noe, 2022; Collings et al., 2021). Recent research also shows that strategy-based human resource management can improve the performance of educational organizations through increasing the capacity of educators, learning innovation, and strengthening educational leadership (Jiang & Messersmith, 2018; Al-Husseini & Elbeltagi, 2022; Nguyen et al., 2024). In the context of Islamic education, human resource management has a more complex dimension because it is not only oriented towards professional competency development, but also towards character building, morals, and spiritual values that form the basis of Islamic education. Islamic educational institutions play an important role in transmitting religious, ethical, and moral values to the younger generation as part of the process of shaping society's character. Therefore, human resource management in Islamic educational institutions needs to integrate academic professionalism and religious values, which are the foundation of Islamic education (Memon et al., 2021; Salleh et al., 2022). Research shows that the quality of human resource management in Islamic educational institutions has a significant influence on the quality of learning, school organizational culture, and the strengthening of Islamic identity in the educational process (Hidayat & Machali, 2021; Hashim et al., 2023).

In the Indonesian education system, the implementation of education is inseparable from the government bureaucratic structure, which involves the State Civil Apparatus (ASN) as the main actor in the management of education policy and implementation. ASN in the education sector has a strategic role in formulating policy, managing educational institutions, and ensuring the effective implementation of national education standards. Therefore, the quality of ASN human resource management is one of the important factors in determining the success of the education system, including in the development of Islamic educational institutions. The capacity of the education bureaucracy, supported by professional human resource management, has been proven to improve the quality of education governance and the effectiveness of education policy implementation at the regional level (Pollitt & Bouckaet, 2017; Peter, 2021). However, the implementation of human resource management in the regional education sector often faces various structural and institutional challenges. These challenges include a limited number of educators, uneven distribution of educators, and limitations in the development of educators' professional competencies. In addition, regional institutional and bureaucratic capacity also affects the effectiveness of education policy implementation at the local level (Klenk & Reiter, 2019; Ansell & Torfing, 2021). These conditions indicate that human resource management in the education system requires a comprehensive strategy in order to improve the quality of education in a sustainable manner. In this context, ASN human resource management strategies are an important factor in improving the quality of Islamic education while strengthening the role of educational institutions in community social development. To understand these dynamics, this study uses the structural-functional theory perspective in sociology. This perspective views society as a social system consisting of various interrelated structures and institutions that perform specific functions in maintaining social stability (Durkheim, 1956; Ritzer & Stepnisky, 2021). Within this framework, educational institutions are understood as social institutions that have an important function in transmitting values, norms, and knowledge to the next generation, thereby creating social order and community integration (Turner, 2019).

This approach was further developed through Talcott Parsons' social system theory, which explains that every social system must perform four main functions in order to survive and develop, namely adaptation, goal attainment, integration, and latency (Parsons, 1951; Merton, 1968). In the context of educational organizations, the AGIL framework can be used to explain how various components in the education system including policies, bureaucratic structures, and human resources interact to achieve educational goals and maintain the sustainability of the education system (Ritzer & Stepnisky, 2021; Turner, 2019; Alshura & Alzubi, 2024). Various studies have demonstrated that human resource management practices play a significant role in improving the performance of educational organizations and the quality of learning. Research by Collings et al. (2018), shows that strategic human resource management contributes to organizational effectiveness through systematic recruitment, competency development, and performance management of educators. Similarly, Al-Husseini & Elbeltagi, (2022) found that human resource management integrated with transformational leadership encourages knowledge sharing and organizational learning, which ultimately supports innovation and improves the quality of educational institutions. Ahmad & Ogunsola (2023) Ahmad and Ogunsola (2023) also emphasize that professional development programs, performance appraisal systems, and institutional support significantly influence teacher performance and the effectiveness of educational services. Furthermore, Nguyen et al., (2024) reveal that strategic human resource management practices in educational organizations strengthen innovation capability and improve institutional performance through the development of educators' professional competencies. In the context of Islamic education, several studies also highlight that effective human resource management contributes to strengthening teacher professionalism, improving school governance, and enhancing the quality of learning in Islamic educational institutions. However, despite the growing body of research on human resource management in education, several issues remain insufficiently explored. Most previous studies focus on human resource management practices within educational organizations such as schools or universities, while research examining the role of public sector human resource management, particularly the State Civil Apparatus (ASN), in the governance of Islamic education at the regional level remains limited. In addition, earlier studies tend to emphasize managerial or organizational perspectives, with relatively little attention given to sociological approaches that explain how bureaucratic structures and institutional relationships influence the functioning of the education system. Consequently, the relationship between education bureaucracy, ASN human resource management strategies, and the governance of Islamic education at the regional level has not been widely analyzed. Addressing this gap, the present study examines how ASN human resource management strategies contribute to improving the quality of Islamic education in East Kotawaringin Regency using a structural-functional theory perspective. By integrating public sector human resource management and educational sociology, this study aims to provide a deeper understanding of how bureaucratic structures, institutional coordination, and educator capacity development interact in strengthening the governance and quality of Islamic education at the regional level.

2. METHODS

This study employed a qualitative approach with a case study design to obtain an in-depth understanding of State Civil Apparatus (ASN) human resource management strategies in improving the quality of Islamic education in East Kotawaringin Regency. A qualitative approach was selected because the study aims to explore human resource management practices within the context of regional education bureaucracy and the dynamics of Islamic educational institutions in real social settings (Denzin & Lincoln, 2011; Creswell & Creswell, 2017). The case study design allows for a

detailed examination of the interaction between education policy, bureaucratic structures, and human resource management practices in a specific administrative context (Yin, 2018). The research was conducted in East Kotawaringin Regency, Central Kalimantan Province, which has a number of Islamic educational institutions such as madrasahs and Islamic-based schools. Field observations were carried out in six institutions consisting of three madrasahs (Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah) and three Islamic-based schools managed by local government and community educational institutions. A total of 18 informants were selected using purposive sampling to ensure that participants had relevant experience and involvement in the management of Islamic education (Palinkas et al., 2015). The informants included four regional education officials, three district-level Ministry of Religious Affairs officials, five school or madrasah principals, four civil servant teachers, and two managers of community-based Islamic educational institutions. Data were collected through in-depth interviews, field observations, and documentation studies. Semi-structured interviews were conducted to explore information regarding ASN human resource management strategies, education policy implementation, and the management of Islamic educational institutions (Kvale & Brinkmann, 2009). Field observations were used to understand organizational practices, interactions among educators and institutional managers, and the implementation of educational policies in daily activities (Angrosino, 2016). Data analysis was conducted thematically through several stages, including data reduction, data presentation, and conclusion drawing (Miles et al., 2014). The validity of the data was ensured through source and method triangulation by comparing information from different informants and data collection techniques (Lincoln & Guba, 1985). In addition, the research adhered to ethical principles by ensuring informed consent from all informants and maintaining the confidentiality of participants' identities to protect their privacy and uphold research integrity (Israel, 2015). The overall stages of the research process are systematically illustrated in Figure 1, which presents the flow of the qualitative case study design from research approach, research location, and informant selection, to data collection techniques, thematic data analysis, triangulation, and research ethics. For further explanation, the steps are outlined as shown in the following figure.

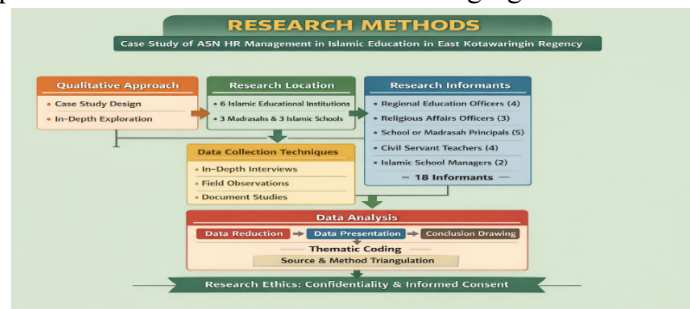


Figure 1. Research Procedure

3. RESULTS AND DISCUSSION

ASN Human Resource Management Strategies in Strengthening Islamic Education Governance

The results of the study indicate that ASN human resource management strategies play an important role in improving the effectiveness of Islamic educational institutions in East Kotawaringin Regency. Based on interviews with local education officials and observations at several Islamic educational institutions, the main strategies implemented by the local government include strengthening the recruitment and placement system for civil servant teachers, developing the competencies of teaching staff, and strengthening the performance evaluation system for teaching

staff at Islamic educational institutions. One informant from the education office stated: *“The placement of civil servant teachers in schools or madrasas is not only based on administrative needs, but also considers their competencies and educational backgrounds to ensure they are suitable for the needs of Islamic educational institutions.”* (Interview with an official from the East Kotawaringin Regency Education Office, 2025). These findings indicate that teacher placement policies do not merely follow bureaucratic administrative procedures but also consider the alignment of competencies with the needs of educational institutions. Empirically, most research informants stated that placing teachers according to their field of expertise contributes to increased learning effectiveness in the classroom. Teachers with relevant educational backgrounds are better able to design learning strategies that are appropriate to students’ characteristics and the requirements of the Islamic education curriculum. As a result, learning processes tend to become more structured and responsive to students’ needs. This condition is reflected in students’ learning behavior, where students involved in well-managed learning processes demonstrate higher engagement and academic achievement, along with a reduction in lazy learning behavior (Anwar et al., 2025). Analytically, these findings indicate a causal mechanism between HR management policies and learning quality. When recruitment and placement systems are competency-based, educational institutions obtain human resources that are more suited to the needs of the organization. This condition enables an increase in the effectiveness of the learning process and strengthens the institutional capacity of educational institutions. This mechanism is in line with the findings of various studies that show that strategic human resource management practices can improve the effectiveness of educational organizations through the systematic management of educator competencies (Brewster et al., 2023; Delery & Roumpi, 2017; Boxall & Purcell, 2016). Systematic HR management also contributes to improving organizational performance and the quality of educational services (Budhwar et al., 2022; Jiang & Hu, 2021).

However, the results of the study also show that the implementation of the civil servant teacher placement policy is not entirely free from bureaucratic obstacles. Several informants stated that under certain conditions, teacher placement is still influenced by the limited number of available educators and teacher distribution policies at the regional level. This has resulted in some educational institutions still facing a mismatch between teachers' areas of expertise and the subjects they teach. This condition shows that the regional education bureaucracy still has limitations in optimally managing the distribution of educators. In addition to recruitment and placement, strategies for developing the competence of teaching staff are also an important part of ASN human resource management in the education sector. Observations at several Islamic educational institutions show that strengthening educational governance is carried out through professional training for ASN teachers, including training in curriculum, learning management, and strengthening pedagogical competence. A madrasah principal explained: *“The training facilitated by the local government is very helpful for teachers in improving their teaching skills, especially in adapting learning methods to the needs of students.”* (Interview with madrasah principal, 2025). Most research informants assessed that the teacher training program had a positive impact on improving the professionalism of educators. Teachers who participated in training tended to have a better understanding of innovative learning approaches, the use of technology in learning, and more effective learning evaluation strategies. Empirically, several teachers also stated that the training helped them adapt their teaching methods to developments in the national education curriculum. From an analytical perspective, teacher training not only serves as an individual capacity-building activity, but also as an organizational mechanism to strengthen the capacity of educational institutions. Training enables the transfer of knowledge and the strengthening of professional competencies, which ultimately has an impact on the quality of the learning process in the classroom. These findings are in line with previous studies showing that investment in human resource development has a positive impact on improving

the performance of educational organizations and the quality of learning (Garavan et al., 2021; Paauwe & Boon, 2018).

In addition to competency development, the performance evaluation system is also an important part of the ASN human resource management strategy in the education sector. Performance evaluations are carried out through a teacher performance appraisal system, academic supervision, and monitoring of the learning process in educational institutions. This evaluation system aims to ensure that educators are able to carry out their professional duties optimally in supporting the improvement of education quality (DeNisi & Murphy, 2017; Aguinis, 2019). In practice, academic supervision conducted by school principals or education supervisors serves as an organizational control mechanism to ensure the quality of the learning process is maintained. Through this supervision, teachers receive feedback on the teaching methods, classroom management, and learning evaluation strategies they use. This process enables continuous improvement in classroom learning practices. In some cases, the teacher performance evaluation process is still administrative in nature and is not yet fully used as an instrument for continuous professional development. This shows that the performance evaluation system in the civil service bureaucracy still faces challenges in integrating administrative control functions with the function of developing the capacity of educators. Theoretically, the findings of this study can be explained through the perspective of structural-functional theory. Within this framework, ASN human resource management functions as an institutional mechanism that regulates the relationship between various components in the education system. Recruitment, training, and performance evaluation practices can be understood as part of organizational functions that aim to maintain the stability and effectiveness of the education system in society (Durkheim, 1956; Parsons, 1951). If each component in the education system is able to perform its function optimally, the education system will be able to produce outputs in the form of improved learning quality and strengthened role of educational institutions in society. The findings of this study indicate that ASN HR management strategies not only function as an administrative mechanism in the management of educators but also as a strategic instrument in strengthening the governance of Islamic educational institutions. Through competency-based human resource management, capacity building for educators, and a more systematic performance evaluation system, Islamic educational institutions have a greater opportunity to improve the quality of learning and strengthen their role in social development.

Table 1. ASN Human Resource Management Strategies in Islamic Education Management

HR Strategy	Form of Implementation	Impact on Education
Recruitment and placement of civil servants	Placement of teachers according to competence	Learning effectiveness increases
Competency development	Pedagogical and curriculum training	Teacher professionalism increases
Performance evaluation	Academic supervision and performance assessment	Teaching quality is more controlled
Strengthening bureaucratic coordination	Cooperation between education agencies and madrasahs	Education management is more effective

The Structure of the Education Bureaucracy and Improving the Quality of Islamic Education

The results of the study show that improving the quality of Islamic education is not only influenced by the competence of educators, but also by the structure of the education bureaucracy that regulates the management system of educational institutions at the regional level. The structure

of the education bureaucracy plays a role in formulating education policy, allocating educational resources, and supervising the implementation of policies at the educational institution level. Based on interviews with research informants, coordination between local governments and Islamic educational institutions is one of the important factors in supporting the success of education quality improvement programs. One madrasah principal stated: *“Coordination between local governments and educational institutions is very important because many educational programs can only run with support from the government, especially in terms of teacher training and the provision of educational facilities.”* (Interview with Madrasah Principal, February 12, 2025). Another informant also emphasized that the presence of civil servants in the education bureaucracy plays a role in facilitating various Islamic education development programs at the regional level. *“Programs to improve the quality of madrasah teachers are usually facilitated by the regional education office or ministry of religious affairs. Civil servants who manage these programs play a role in coordinating teacher training and competency development.”* (Interview with Madrasah Teacher at MAN Kotawaringin Timur, February 18, 2025). In addition, interviews with regional education office officials showed that the implementation of Islamic education policies also requires inter-agency coordination so that education programs can run effectively. *“The regional government seeks to support Islamic educational institutions through teacher capacity building programs, educational assistance, and school management guidance.”* (Interview with Civil Servant at the Education Office, February 25, 2025). Field observations show that bureaucratic support for Islamic education is manifested through various programs such as madrasah teacher training, learning facility assistance, and school management assistance. These programs are implemented through cooperation between local education offices, the Ministry of Religious Affairs, and local Islamic educational institutions. This institutional support shows that the education bureaucracy structure plays a role in integrating various components of the regional education system so that education quality improvement programs can be implemented in a more coordinated manner.

Table 2. Bureaucratic Structure Support for Islamic Education

Forms of Bureaucratic Support	Field Implementation	Impact on Islamic Education
Teacher training program	Workshop on improving the competence of madrasah teachers	Improving the professionalism of educators
Educational assistance	Procurement of learning facilities and books	Improvement of the quality of the learning process
School management development	Assistance with educational institution governance	Strengthening the capacity of educational organizations
Policy coordination	Synchronization of local government and madrasah programs	Effectiveness of education policy implementation

Research findings show that the structure of the education bureaucracy contributes to improving the quality of Islamic education through three main mechanisms: policy coordination, resource allocation, and quality control. Policy coordination between local governments and Islamic educational institutions enables programs such as teacher training, educational assistance, and school management guidance to be implemented more effectively. This institutional integration enables coordination between local governments, educational institutions, and educators in achieving educational goals (Durkheim, 1956; Parsons, 1951). The findings of this study are also in line with various studies in the field of public administration which show that institutional capacity in the

education sector has a significant influence on the effectiveness of education policy implementation. A strong bureaucratic structure can improve coordination between educational institutions and strengthen overall education governance (Pierre & Peters, 2020; Christensen et al., 2020). In addition, effective public governance also plays a role in improving the quality of educational services and strengthening the accountability of educational organizations (Bovaird & Löffler, 2016; Lodge & Wegrich, 2019). In the context of education management, strategic human resource management practices also contribute to improving the effectiveness of educational organizations. Research shows that planned HR management can improve the performance of educational organizations and strengthen the quality of learning (Aziz & Abdullah, 2021; Wang & Chen, 2022; Nguyen et al., 2023). In addition, human resource development in Islamic educational institutions has also been shown to have a significant influence on teacher performance and the effectiveness of educational institutions (Hassan & Ismail, 2022; Zainal et al., 2023). Other studies also show that strategic human resource management practices can improve the performance of educators, strengthen educational leadership, and improve the quality of educational organizations (Rahman & Nasir, 2021; Siddiqui & Uddin, 2024). Research in the field of public administration shows that educational organizations with strong institutional support tend to have better organizational performance (Pollitt, 2019; Osborne, 2021). Thus, ASN human resource management strategies and strengthening the education bureaucracy structure are two important elements that are interrelated in improving the quality of Islamic education at the regional level.

The Role of Structural-Functional Theory in Civil Service Management in Improving the Quality of Islamic Education

The structural-functional approach provides a relevant analytical framework for understanding how civil service human resource management functions in the Islamic education system. This perspective views educational institutions as part of a social system consisting of various interrelated structures that have specific functions in maintaining social stability and order. Within this framework, ASN is part of the educational bureaucracy that performs administrative, regulatory, and coordinative functions to ensure the continuity of the education system (Durkheim, 2016; Parsons, 1951). Education is seen as the main means of transmitting these collective values to the younger generation so that social order is created (Durkheim, 2016). In the context of Islamic education, this function is reflected in the efforts of educational institutions to instill Islamic values, ethics, and religious character in students. In this case, ASN acts as a structural actor that ensures that the education system runs in accordance with national education norms and objectives as well as Islamic educational values. Parsons formulated these functions in the AGIL scheme adaptation, goal attainment, integration, and latency (Parsons, 1951). Within sociological analysis, AGIL is widely used to explain how institutions maintain stability while responding to social change (Ritzer, 2011; Turner, 2013). In this study, the AGIL framework is used as an analytical tool to explain how civil service management in Islamic education in East Kotawaringin Regency supports the sustainability and quality of the education system. In educational governance literature, policy adaptation is considered essential for maintaining institutional responsiveness and improving educational performance (W. Richard Scott & Davis, 2016). Research findings indicate that the success of educational programs is strongly influenced by the bureaucratic capacity to set clear policy goals and supervise their implementation. Effective policy planning and evaluation mechanisms are widely recognized as critical components of education management and institutional performance (Wayne K. Hoy & Miskel, 2013). The integration function is evident in the coordination between actors within the education system, including education offices, madrasahs, Islamic-based schools, and the community. In institutional theory, coordination among actors is crucial for maintaining system coherence and organizational effectiveness (Scott & Davis, 2016; Turner, 2013). Structural–

functional scholars emphasize that educational institutions play a key role in sustaining societal values and cultural continuity (Ritzer, 2011). Overall, the empirical findings show that the four AGIL functions operate interdependently in shaping a stable education management system. Adaptation allows the education system to respond to environmental changes, goal attainment directs policies toward improving educational quality, integration strengthens coordination among education actors, and latency maintains the Islamic values that underpin the education system. Observations and interviews indicate that the effectiveness of education programs is strongly influenced by bureaucratic coordination and the capacity of ASN human resources. The main roles of ASN management identified in this study are summarized in Table 3.

Table 3. The Role of ASN Management

Civil Service Management Aspects	Field Findings	Implications for Education Quality
Human Resource Planning	Civil servants are involved in planning teacher and education personnel requirements.	More targeted availability of educators
Institutional Coordination	There is coordination between the education office, madrasahs, and Islamic schools.	More integrated education programs
Program Supervision	Civil servants monitor the implementation of education policies.	Increased accountability of education programs
Competency Development	Training for teachers and education personnel is facilitated by local governments.	Improved quality of learning

One of the research informants, who is an official at the East Kotawaringin Regency Education Office, stated: *“ASN management is crucial to the success of the Islamic education quality improvement program. The local government, through the education office, plans programs, provides guidance to teachers, and supervises the implementation of education policies to ensure that they are carried out in accordance with the objectives that have been set.”* (Interview with the Head of the East Kotawaring Timur Regency Education Office). Another informant, who is a madrasah principal, also emphasized the importance of the role of civil servants in coordinating education policy: *“Cooperation between madrasahs and local governments is very important. Civil servants in the education office help facilitate teacher competency improvement programs and provide assistance in the implementation of education policy.”* (Interview with the Head of Madrasah). In addition, one teacher at an Islamic educational institution said that the support of local government policy through civil servants had a positive impact on improving the quality of learning: *“The teacher training program facilitated by the local government has really helped us improve the quality of learning in the classroom, especially in integrating technology and more innovative learning methods.”* (Interview with Islamic Education Teacher). Analysis of these empirical findings shows that structural-functional theory not only explains the stability of the education system, but also helps to understand how the education bureaucracy plays a role in maintaining a balance between government policy and the needs of Islamic educational institutions. In the perspective of modern educational organizations, educational bureaucracy functions as a coordination mechanism that enables various elements within the education system to work in an integrated manner (Scott & Davis, 2016; Hall & Tolbert, 2020). Research also shows that the quality of human resource management in the public sector has a significant influence on the effectiveness of educational

services (Boyne et al., 2010; Rainey, 2019). In addition, educational leadership and institutional governance are also important factors in improving the quality of education (Bush et al., 2019; Hoy & Miskel, 1991). Various recent studies also confirm that improving the quality of education is highly dependent on the effectiveness of education policies, education organization management, and human resource capacity in the education bureaucracy (OECD, 2023; UNESCO, 2022; World Bank, 2020; Harris, 2022; Fullan, 2020; Leithwood et al., 2020; Darling-Hammond et al., 2020; Gunter, 2021; Day et al., 2020; Pollitt & Bouckaert, 2017). Thus, strengthening ASN management in the Islamic education system is a strategic factor in improving the quality of education and ensuring the sustainability of the social function of education in society.

4. CONCLUSION

This study shows that civil service human resource management plays a strategic role in improving the quality of Islamic education in East Kotawaringin Regency through policy coordination, educational resource management, and strengthening the capacity of educators. The findings confirm that the effectiveness of the regional education bureaucracy is an important factor in ensuring that education policy implementation is targeted and sustainable. From a structural-functional theory perspective, this study shows that ASN management can be understood as an institutional mechanism that performs the functions of adaptation, goal achievement, integration, and value maintenance in the education system. The results of the study show that the AGIL framework not only explains the stability of the education system, but also shows how the education bureaucracy plays a role in balancing the administrative demands of the government with the needs of Islamic educational institutions at the local level. Theoretically, these findings provide a contextual extension to structural-functional theory by showing that regional education bureaucracies function as a connecting structure between the government system and religious-based educational institutions. In the context of Islamic education, the function of the social system is not only oriented towards organizational efficiency, but also towards the preservation of religious and moral values as part of the sustainability of the education system. In practical terms, this study indicates that strengthening the capacity of civil servant management, improving coordination between educational institutions, and developing adaptive education policies are important steps in improving the quality of Islamic education at the regional level.

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