

IMPLEMENTATION OF SUPERVISOR RECRUITMENT POLICY TO IMPROVE PERFORMANCE IN THE MINISTRY OF RELIGIOUS AFFAIRS IN GORONTALO

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ABSTRACT: The research aimed to analyze and describe 1) supervisor recruitment policy in the Ministry of Religious Affairs in Gorontalo and 2) performance improvement in the Ministry of Religious Affairs in Gorontalo. The research method was qualitative method. Data analysis used was interactive model analysis which consisted of three analysis components i.e. 1) Data reduction, 2) data presentation, and 3) data verification and conclusion drawing. Research findings indicated that: 1) strategies to implement supervisor recruitment policy were: a) the process of supervisor recruitment planning was by determining the recruitment actors and by mapping supervisors; b) the stage of supervisor recruitment implementation was based on special regulations on recruitment, standards of the selection, supervisor selection, and announcement of supervisor selection result and c) the procedures of supervisor recruitment monitoring were evaluation of the result of selection, competence certificate and competence and monitoring in the evaluation and 2) factors affecting the success were a) the form of communication: mutualism between the Ministry of Religious Affairs in a certain regency/city and the regional office of the Ministry of Religious Affairs in Gorontalo, b) resource supports: capability to fulfill responsibilities and competence, c) implementer's attitudes: a high commitment to implement authorities in accordance with applicable regulations and d) bureaucratic structure: implementer's capability to implement SOP.

Keywords: *Policy, Supervisor Recruitment, Performance*

I. INTRODUCTION

Performance is an outcome which can be achieved by an individual or a group of individuals in an organization in accordance with each individual's or each group's authority and accountability to achieve the objectives of organization legally and not violating any law and in accordance with either applicable morals or ethics. Rivai (2004) argues that performance is "a real behavior showed by individuals as a work achievement created by the individuals in accordance with their roles in organization" (Rivai, 2004). Furthermore, Bernadin *et al.* (2000) believe that "performance is the outcome of specific work function and activities in a certain period of time" (Bernadin, *et al.*, 2000). Meanwhile, according to Milkovich and Boudreau (1997), performance is the level in which employees conduct their activities in accordance with the determined requirements (Milkovich & Boudreau, 1997). Mathis and Jackson (2002) mention several factors influencing working individuals' performance i.e. (1) capability, (2) motivation, (3) supports they receive, (4) existence of the job they are doing and (5) their relationship with organization (Mathis & Jackson, 2004). Ensuring a right process and achieving a good performance achievement require supervision.

Supervision is necessary for quality assurance in accordance with the educational goals. It is divided into two i.e. academic and managerial supervision. Academic supervision relates to professional competence development for teachers. The particular supervision aims to elevate the quality of teaching and learning at schools. Meanwhile, the second supervision relates to school management including planning, coordinating, implementing, assessing and developing teachers' competence.

Supervisor is one of the professional education workers competent at their jobs and fully committed to do their job. In addition to be the teachers' teachers, they serve as one of the pillars in the improvement of education quality. Their job is significant to achieve the national standard of education in Indonesia. The Law Number 20 of 2003 on National Education System mentions that national education standard consists of: (1) content standards, (2) process standards, (3) graduate competency standards, (4) educational worker standards, (5) facility and infrastructure standards, (6) management standards, (7) financial standards and (8) standards for educational assessment (Anonim, 2003).

Rohmat (2012) regards supervisor as a think-tank, a pillar supporting the quality of education. Supervisor is one of the human resources with academic potentials to derive curriculum in teaching-learning process. They not only serves as educator, but also teacher, motivator, evaluator, stabilizer, creator, dynamist, innovator, parent, friend, and partner in either discussion/dialog developing indulging learning activities (Rohmat, 2012).

The field evidence indicated that performance of supervisors recruited among teachers was not maximal, especially in the implementation of managerial supervision in madrasa heads. Teachers only conducted four national education standards i.e. (1) content standards, (2) process standards, (3) graduate competency standards and (4) standards for educational assessment. However, the heads of madrasa had implemented all national education standards.

Supervisor recruitment should consider and prioritize the heads of madrasa before teachers due to the importance of supervisors to elevate the quality of education. Supervisors should be have functional abilities to conduct both academic and managerial supervisions, to implement madrasa development, to monitor the implementation of national education standards and to counsel and develop teachers.

Sagala (2010) believes that supervisors should have these following competences to do their jobs: (1) facilitate both heads of school and teachers to understand educational goals and what schools have to do to achieve the goals; (2) motivate their willingness to prepare their students to be socially useful community members and (3) assist them to make a critical diagnosis in teaching-learning activities and obstacles and to plan corrective actions (Sagala, 2010).

The Regulation of the Ministry of Religious Affairs Number 2 of 2012 on Madrasa Supervisors and Islamic Education Supervisors at Schools mentions that supervisor recruitment should comply with Article 7 Paragraph 2 instructing that the candidates should pass the selection. As a result, the recruitment may sort out competent madrasa supervisors (Anonim, 2012).

Nevertheless, the Ministry of Religious Affairs in Gorontalo was only emphasizing the administration to recruit supervisors. Besides, teachers were their preference, creating a gap in managerial supervision as teachers did not have any managerial task as heads of madrasa. Furthermore, they were bachelors; while heads of madrasa had at least postgraduate degrees, either master or doctoral. In conclusion, supervisor recruitment in the Ministry of Religious Affairs in Gorontalo had not been in accordance with the regulation, affecting supervisor performances.

Following the issue, we made research titled the Implementation of Supervisor Recruitment Policy to Improve Performances in the Ministry of Religious Affairs in Gorontalo. We aim to describe the implementation of supervisor recruitment policy to improve performances in the Ministry of Religious Affairs in Gorontalo and to describe factors influencing the implementation's success.

II. RESEARCH METHODS

The research was a case study using qualitative approach. The sample consisted of 30 people including officials in the Regional Office of the Ministry of Religious Affairs in Gorontalo, teachers and supervisors in the Regency/City Office of the Ministry of Religious Affairs. Data were collected using instruments i.e. observation, in-depth interviews, studies on documentations and focus group discussions (FGD).

The research findings were analyzed in a descriptive-qualitative way using interactive model analysis technique developed by Miles *et al.* (Miles, et al., 2014). The model consisted of three components i.e. data presentation, data reduction and data verification and conclusion drawing.

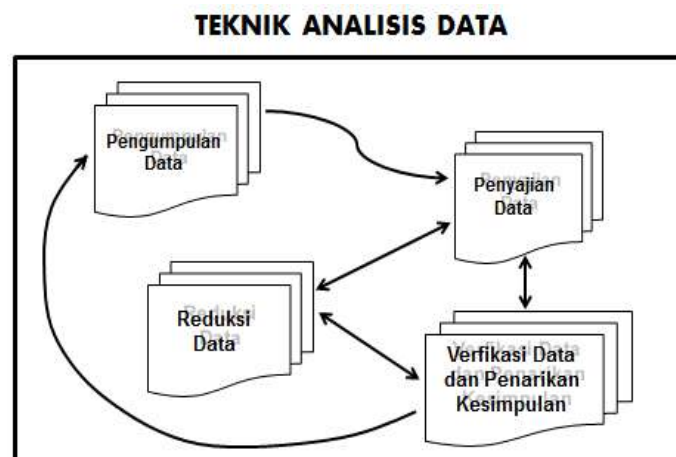


Figure 1 Interactive Model Analysis

III. RESEARCH FINDINGS AND DISCUSSION

Strategy to Implement Supervisor Recruitment Policy to Improve Performances in the Ministry of Religious Affairs in Gorontalo

1. Supervisor Recruitment Planning

a. Authority for Supervisor Recruitment

Syafrudin (2000) clarified the difference in definition between authority and competence. We should differentiate authority (Indonesian: *kewenangan*, Dutch: *gezag*) from competence (Indonesian: *wewenang*, Dutch: *bevoegheid*). Authority was formal power granted by the Law; while competence only covered a part of authority (Syafudin, 2000).

The Ministry of Religious Affairs in Regency/City, the Division of Madrasa Education had authorities to recruit supervisors that will be promoted to the Regional Office of the Ministry of Religious Affairs in Province. They should prepare a committee in which officials from the Division of Madrasa Education and the Division of Supervisor became the members. The preparation was not optimal yet. The result of our interview confirmed that the Ministry only opted teachers as the candidates to be selected.

In addition, most informants complained that the recruitment should prioritize heads of madrasa instead of teachers. The teacher recruited to be supervisors would result in the lack of teachers available. They disagree with the idea of teachers promoted to be supervisors. They demanded that the recruitment should comply with the bureaucratic rule. In line with the argument, performance assessment for the candidates should be also focused on, because supervisors would act as both the teachers' teachers and the observers of eight national education standards.

b. Mapping the Supervisors

Mapping was necessary to get a clear description of what supervisors needed in each educational levels (*RaudhathulAthfal* (equivalent to kindergarten), *Madrasah Ibtidaiyah* (equivalent to elementary school), *Madrasah Tsanawiyah* (equivalent to junior high school) and *Madrasah Aliyah* (equivalent to senior high school) based on characteristics of status level and recent education.

Based on our results of interview and observation in supervisors in the Regional Office of the Ministry of Religious Affairs in Gorontalo, there were 40 supervisors hired. Among them were 21 bachelors, three masters recruited among teachers, 12 bachelors and four masters recruited among heads of madrasa. The data concluded that there were 24 supervisors recruited among teachers and 16 among heads of madrasa.

Moreover, most informants in our field research conveyed that the number of supervisors was not evenly distributed in each regency/city. Besides they assumed that mapping the supervisors was unnecessary, since supervisors were inadequately available in all educational levels i.e. *RaudhathulAthfal*, *Madrasah Ibtidaiyah*, *Madrasah Tsanawiyah* and *Madrasah Aliyah*. Consequently, the Regional Office decided to recruit supervisors directly. Meanwhile, we also found that such mapping was not performed in the Regional Office of the Ministry of Religious Affairs in Gorontalo.

2. Implementation of Supervisor Recruitment

a. Regulation on Supervisor Recruitment

Regulation constituted one of the norms or binding legal rule. In theory, regulation was a special rule issued by the government to create a harmonious balanced relationship in accordance with the environment and local values, norms and culture. It was aimed to manifest a sustainable economic development and to improve the quality of people's life and environment.

Regulation on supervisor recruitment was mentioned in the Regulation of the Ministry of Religious Affairs Number 2 of 2012 on Madrasa Supervisor and Islamic Education Supervisor at School and other related regulations (Anonim, 2012; Anonim, 2010). The regulation should be one of the references referred to by the Regional Office of the Ministry of Religious affairs in Gorontalo, especially in the Division of Madrasa Education. Candidates should pass the selection and have competences required to be supervisors in either *RaudhathulAthfal*, *Madrasah Ibtidaiyah*, *Madrasah Tsanawiyah* or *Madrasah Aliyah*. Moreover, some informants also explained that regulation on supervisor selection and recruitment had been stipulated. Unfortunately, it was not regarded as one of the references in policy-making by the Regional Office of the Ministry of Religious Affairs in Gorontalo.

b. Standards for Selection

Standards for selection were used to measure to what extent the state civil apparatus were competent and to be one of the references to recruit supervisors.

The standards included a written test assessing three competences i.e. pedagogic, professional and managerial competences (the last competence was for candidates that were heads of school/madrasa) and an oral test (interview) focused on personality and social competences. In addition, there were two other competences

assessed which were competence in making scientific papers and performance competence. The written test was also aimed to analyze the policy in education by considering these following aspects: (1) characteristics, (2) materials, (3) construction and (4) language.

Moreover, interview and product assessment was to assess the candidates' ability in making scientific papers and in presenting the papers. Meanwhile, performance assessment should consider these following aspects: (1) expected performance stages that should be conducted by candidates, (2) completeness and appropriateness of the assessed aspects, (3) special competences required for task completion, (4) competence limitation to save the observation time and (5) assessed competences that should be ordered based on the requirement.

Our interview and field findings indicated that selection was emphasized on the administration only. In other words, the Regional Office of the Ministry of Religious Affairs in Gorontalo did not implement standards for selection in accordance with stipulated regulations.

c. Supervisor Selection

Selection was a process to determine the most competent candidates of all candidates passing the recruitment process. Selection was so important to find required workers that it should be correctly performed.

According to our field findings, supervisor selection in the Regional Office of the Ministry of Religious Affairs in Gorontalo did not comply with the standardized mechanism especially in term of written test and interview. The two selection activities were focused on academic requirement which was education only. Several informants mentioned that supervisor selection was never conducted. The candidates were directly appointed in accordance with their status by the Ministry of Religious Affairs in Regency/city.

d. Selection Result Announcement

Selection result announcement was the one of the final stages in recruitment and selection processes after the candidates participated in registration and final assessment (administration, written test, interview, making of scientific papers and performance assessment). The announcement should be done objectively, transparently and accountably. Therefore, the selection stages were transparent and implementers' performance could be monitored.

Referring to our field data, to make the objectiveness, transparency and accountability of selection result announcement become more apparent, announcement should be performed in each selection stage. Besides, stigma to recruit supervisors which were not in accordance with specification and competence could be prevented. Several informants stated that announcement was only for candidates which had participated in supervision trainings. Meanwhile, others told us that there was no announcement, as candidates had been appointed in accordance with their status/class by the Ministry of Religious Affairs in Regency/city.

We figured out that the announcement and requirements needed for supervision training were not given through media, e.g. white board. To conclude, the Regional Office of the Ministry of Religious Affairs in Gorontalo did not give any announcement in term of supervisor selection, because the candidates had been appointed by the Ministry of Religious Affairs in Regency/city. They only legitimized or wrote a decree for the candidates to participate in supervision training held by Religious Training Center.

3. Monitoring for Supervisor Recruitment

Monitoring for supervisor recruitment was to ensure that all activities in recruitment were in accordance with the planning, and thus expected human resources were able to be found. Supervision function was divided into three stages in term of supervision focus i.e. 1) preliminary control, 2) co-current control and 3) feedback control (Winardi, 2000).

Supervision was a systematic effort to determine objective implementation standards based on planning objectives, arrange a feedback information system, compare field activities with the standards, determine and measure any violation and take a necessary corrective action. Our supervision perspective included:

1) Evaluation of Supervisor Selection Result

Evaluation of selection result was to select and determine who passed the selection to be candidates in the Regional Office of the Ministry of Religious Affairs in Gorontalo. The selection process consisted of written assessment, oral assessment (interview) and performance assessment.

2) Certificate of Competence for Supervisor

Certificate of competence for supervisor covered personality, managerial and academic dimensions, education evaluation, research and development and social competence. The certificate was given to the candidates after they completed their supervision training and admitted to be awarded with certificate for educational supervisor. One was admitted as an educational supervisor once they had participated supervision training. Besides, they were formally allowed to do supervisor tasks once they had hold certificate for

supervisor. The certificate was an administrative tool to propose the statement letter declaring that they were education supervisors.

3) Competences Required by Supervisors

Six competences were supposed to be mastered by candidates after they joined supervision training. The six competences were personality, academic supervision, managerial supervision, education evaluation, research and development and social competence. It was in line with the Regulation of the Minister of National Education Number 12 of 2007 on Standards for School/madrassa Supervisor. Performance aspect should be prioritized by implementers among several competences required by a madrassa supervisor. To sum up, supervisor competence was crucial in the implementation of supervisor recruitment policy to improve performances in the Ministry of Religious Affairs in Gorontalo.

4. Monitoring and Evaluation

Monitoring and evaluation complemented each other. Monitoring was an activity to join a program and the implementation continuously and regularly. It was to see, to listen, to observe and to record a program condition and development. Meanwhile, evaluation was an activity to assess program and decide whether it should be sustained, corrected or halted.

Monitoring was a continuous assessment in functions of project activities, especially in the implementation schedule and the use of project inputs by the targeted group. Evaluation was a regular assessment in the relationship between the project relevance, appearance, efficiency and impact and time, area and population (Casley & Kumar, 1987).

Monitoring was more focused on activities which were being held. It was achieved by searching and finding information based on certain indicators regularly. The searching and finding were aimed to find if the activity being held at the moment complied with the planning and procedure. Monitoring indicators were activities and targets that had been determined during program planning. Good monitoring helped us ensure that the activity implementation was in line with both program guidelines and planning. It also provided information about obstacles, violations and suggestion for evaluation for program implementers. In term of principles, monitoring was conducted while the monitored activity was being held to ensure whether or not the process and output had been in line with the plan. When violation or inaction were there, corrective action would be immediately taken, hence the activity was in accordance with the plan and target again. Monitoring result would be an input important for the subsequent process. Moreover, evaluation was conducted in the end of activity. It was aimed to find the final result or achievement in an activity or program. The result was necessary to plan a similar program implementation on another occasion.

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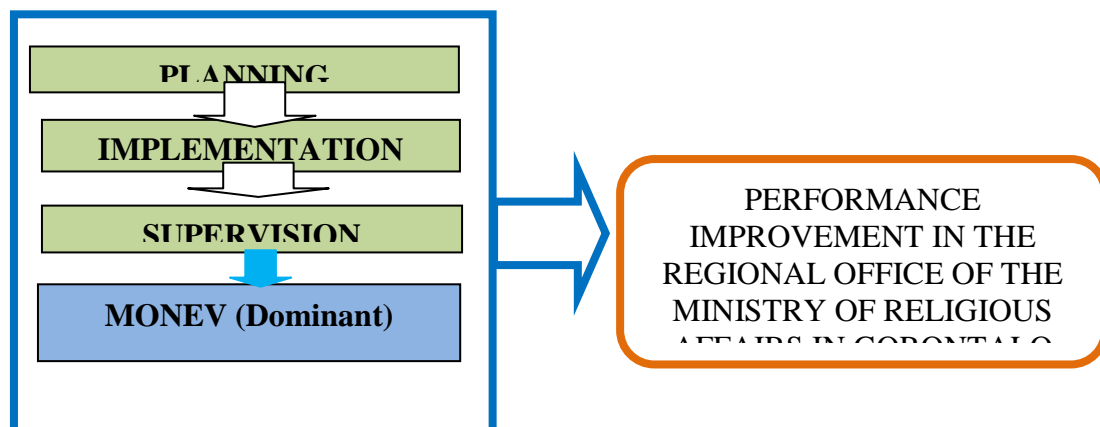


Figure 2 Strategy to Implement Supervisor Recruitment Policy

Factors determine a successful implementation of supervisor recruitment policy to improve performances in the Ministry of Religious Affairs in Gorontalo were:

1. Communication

Policy would be effectively implemented once who was responsible for the implementation thoroughly understood what they should do. Instruction to implement policy should be clearly, accurately and consistently

delivered to those capable of doing the policy. If policy message and instruction given by policy makers were unclear and unspecified, misunderstanding in policy implementation might appear. It gave opportunities not to implement the policy in accordance with the instructors or policy makers.

Therefore, communication factor (in a vertical shape) played an important role in making the policy implementers comprehend what they had to do. Therefore, the policy instruction and message should well communicated to the policy implementers, so the policy implementation was effective. Defective communication would result in policy misinterpreted as authority. The policy implementers might made actions to misuse the policy. Besides, inconsistent communication message and content might result serious challenges in the implementation.

Our interview result revealed that academic and managerial supervision was highly necessary in communication development among educators and educational workers, especially supervisor recruited among teachers, creating a good cooperation. Communication factor effectively supported and determined a successful implementation of supervisor recruitment policy to improve performance in the Ministry of Religious Affairs in Gorontalo. The intended communication was actually a mutualism between implementers implementing recruitment policy and supervisors' performance.

Communication was necessary to implement supervision task. It should be the main parameter to determine whether an individual could successfully implement recruitment. Furthermore, mutualism between elements supervised and supervision implementers was also required to do the instructed job/tasks. Communication should be established between the Regional Office and the Ministry of Religious Affairs in Regency/city as recruitment policy implementers. In addition, mutualism should also be built among policy result implementers i.e. supervisors, teachers and heads of madrasa in their own area.

2. Resources

Human resources was a potential ability of human. The resources consisted of abilities to think, communicate with, act and behave to implement either technical or managerial techniques. The ability might affect human attitudes and behaviors in achieving their individual or group life goals.

The important resources were not only the number of human resources or apparatuses, but also their ability to support the policy implementation (capacity and motivation). It could explain the thesis that sufficient and qualified resources would result correct and effective performance in policy implementation.

Development in bureaucratic apparatuses or human resources was an integral part of urgency to improve bureaucratic apparatus qualification in accordance with public demand. Siagian (1994:179) confirmed the urgency of development in quality of bureaucratic apparatus resources which played a central position in bureaucratic organization. Development in bureaucratic apparatus resources involved qualification, skill, number, task implementation ability and years of service factors (Siagian, 1994).

Most of our informants argued that managerial supervision was not optimally performed as they did to academic supervision, as most supervisors recruited among teachers had not been heads of madrasa.

3. Implementers' Attitude

Implementers' attitude was the third important factor in the implementation of public policy. If the implementation was supposed to be effective, the implementers should not only know what to do and be able to conduct the implementation, but also maintain willingness and positivity to implement the policy. Most implementers used their authority to implement the policy as efficient as possible, because they were independent on policy-makers' existence. It was also because the problem might be complicated. Although each implementer used their authority based on their preferred attitude to the policy, it was their attitude that would influence what their perspective on the policy. In the end, their perspective would impact on both individual and organization interests.

Implementers did not always implement policy in accordance with the policy-maker preference. Consequently, policy makers were frequently facing manipulative tasks or working in a disposition environment or even limiting their own authority. When implementers showed good attitudes to only certain policy, they were actually behaving not in accordance with what policy-makers were expecting. Nevertheless, when their behavior and perspective were different from policy-makers', policy implementation process would be more undirected and even confusing.

We found some implementers conveyed that supervisors recruited among teachers did not do a good job on academic supervision, unlike on managerial supervision. Therefore, responsibility to the second supervision was still at the minimum level, so joint commitment between implementers and supervisors to implement supervision task, especially managerial supervision was required.

Policy implementers had to show a high commitment and honesty. Honesty would lead them to stay in the planned program corridor; while high commitment would motivate them to implement tasks, authorities, functions and accountability in accordance with the stipulated regulation.

Due to the urgency of understanding that had to be shown by apparatuses while they were implementing policy product, each implementer should show and implement the attitude in their tasks and roles. Understanding might develop initiatives or new ideas for implementers, succeeding the policy implementation.

4. Bureaucratic Structure

Bureaucratic structure was mainly characterized by capability and capacity of individuals or apparatuses public server hierarchically in accordance with function and accountant in the government administrative system.

A good bureaucracy was the bureaucracy publicly useful due to its superior public policy, so rationality would greatly determine the policy made. The most important point was that each rational choice not only made upon individual interest but also all strategic aspects which determine the progress or loss of public system. Therefore, rational choice of bureaucratic movement choosing would be determined by the bureaucracy leader's rationality.

Despite adequate resources to implement policy and implementers' understanding of what to do and willingness to do it, policy implementation process still met obstacles in term of bureaucratic structure efficiency. Organizational fragmentation might restrict coordination required to succeed a policy implementation process. On the other hand, policy implementation highly required cooperation which involved many parties. It led to the elimination of rare resources and opportunities and confusion. Besides, it would trigger policies to result in cross objectives and abandon important functions.

As an administrator of organizational policy, bureaucracy had to make standard operational procedures to deal with regular tasks. Unfortunately, the procedures were designed for old policies and thus not well-functioned for the new ones. In consequent, changes, postponement, renewal and unexpected actions emerged. Such procedures sometimes become obstacles instead of assistance in policy implementation.

Policy implementer should understand what to do and be willing to conduct policy, but the bureaucracy would be constantly restricted by the served organizational structure in the policy implementation process. Organizational characteristics and different bureaucratic fragmentation would restrict policy implementation. Bureaucracy always restricted policy implementation, wasted resources, performed unexpected actions and restricted coordination due to their different policy implementation process. It led to failure in public policy implementation.

Long bureaucratic structure in policy implementation would weaken supervision and cause complicated and complex bureaucratic procedure. It led to inflexible organizational activities and restrict coordination required to succeed policy which requires cooperation by many parties subsequently. The condition eliminated rare resources, closed potential opportunities, made confusion, made policies flow to result cross objectives and abandon important functions.

Furthermore, most informants stated that bureaucratic structure of supervisors were regulated in the Decree of the Ministry of Religious Affairs Number 168 of 2010 on Guidelines for Preparing Operational Implementation Standards, the Decree of the Directorate General of Islamic Education Number 6937 of 2013 and work program for supervisors. The regulations became fundamental principles to bureaucratic structure in the Ministry of Religious Affairs in Gorontalo.

IV. CONCLUSION

Referring to the research findings and discussion, we drew some conclusions as follows:

1. Implementation of supervisor recruitment policy requires strategy which improved performance in the Ministry of Religious Affairs in Gorontalo. The strategy empirically consisted of:
 - a. Planning the supervisor recruitment covering 1) authorities to do supervisor recruitment and 2) supervisor mapping to implement supervisor recruitment policy and to improve performance in the Ministry of Religious Affairs in Gorontalo.
 - b. Implementing the supervisor recruitment covering: 1) regulation on supervisor recruitment, 2) standards for supervisor selection, 3) supervisor selection and 4) selection announcement which should be well and correctly conducted in accordance with the applicable rule.
 - c. Monitoring the supervisor recruitment covering: 1) evaluation of the result of supervisor selection, 2) certificate of competence for supervisor and 3) competence required by supervisors. Monitoring was necessary to ensure planning and implementation processes in line with the applicable regulation.
2. Monitoring and evaluating the strategy to implement supervisor recruitment policy were initiated by identifying problems from the stages of planning, implementation and supervision and by finding solution and feedback for better changes, correction and customization.
3. Factors determining a successful implementation of supervisor recruitment policy to improve performance in the Ministry of Religious Affairs in Gorontalo were:

- a. Communication during the implementation of recruitment policy which was: 1) mutualism between the Ministry of Religious Affairs in Regency/city and the Regional Office in the Ministry of Religious Affairs in Gorontalo and 2) mutualism between the supervised and the supervising.
 - b. Resources in the implementation of recruitment policy which were 1) abilities to fulfill responsibilities in accordance with competence had.
 - c. Implementers' attitude on the implementation of recruitment policy which was 1) high commitment to use authorities in accordance with regulation.
 - d. Bureaucratic structure in the policy implementation which was 1) implementers' ability to conduct and implement SOP.
4. Our research findings proposed other factors i.e. loyalty, accountability and self-actualization. Loyalty was that implementers should comply with regulations regulating the supervisor recruitment and with five cultural values in the Ministry of Religious Affairs. Accountability was that implementers should be responsible for supervisor recruitment that prioritized teachers recruited to be supervisors, leading to inadequately available teachers, non-normative functional status level and minimum managerial supervision. Self-actualization was implementers' ability to focus on any available relevant regulation. In addition, it was also madrasa education supervisors' self-concept which not only relied on their own mind, but also interacted with people and understood their mind. They should be adaptive, honest, independent, affirmed, tolerant, able to control themselves, able to deliver their emotion well, able to think objectively, able to receive their own and others' state, not impulsive and responsible.

We formulated the following recommendations by orienting to the conclusions:

1. Recruitment implementers in the Ministry of Religious Affairs in Province should consistently implement the whole implementation process of supervisor recruitment policy from planning, implementing and monitoring, improving supervisors' performance in the Ministry of Religious Affairs in Gorontalo.
2. To optimize the implementation of supervisor recruitment policy, recruitment implementers in the Ministry of Religious Affairs in Province should implement one stage, monitoring and evaluation important to be integrated to planning, implementation and monitoring stages, improving the quality of supervisors' performance.
3. To ensure a successful implementation of recruitment policy, recruitment implementers in the Ministry of Religious Affairs in Province should focus on the implementation of factors determining the success which were the form of communication, resources, implementers' attitude and bureaucratic structure.
4. In addition to factors mentioned in point 3, loyalty, accountability and self-actualization are factors which should also be focused on to implement supervisor recruitment policy to improve performances in the Ministry of Religious Affairs in Gorontalo.

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