



Human Resource Management Strategy in Improving the Quality of Education

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ABSTRACT

Purpose –Many schools have been established, but national education's effectiveness, efficiency, and quality have not reached the expected standards. To improve the quality of education, school human resource management must be renewed through school reconstruction.

Methodology –This research method is qualitative and uses a case study framework. Data collection methods include direct observation of school management activities, comprehensive interviews with stakeholders such as teachers, principals, and educators, and examination of documents related to the curriculum used.

Findings –The research findings show that human resource planning is arranged regularly by school autonomy, the organization is carried out by segmenting work systems, work programs, and HR development, training, and career development have a positive effect on schools and their staff, Compensation is determined by considering direct and indirect provision models, Performance evaluation is carried out through two dimensions, namely teacher performance evaluation and school performance evaluation.

Significance –Human resource management can improve the quality of education at State Elementary School 25 Banda Aceh and internal and external customer satisfaction, and it can be categorized as good.

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INTRODUCTION

Schools are institutions that play a central role in advancing and developing education. As educational entities, schools are responsible for implementing various educational programs at central and operational levels. The effectiveness of education largely depends on how well these programs are executed within schools, making educators the key drivers of successful implementation (Kanya et al., 2021). To achieve educational progress, the management and development of educators and educational staff are fundamental aspects that must be effectively and sustainably managed. The government has implemented various initiatives to improve education quality, including policies related to human resource

management(Pusvitasari, 2021).

The management and development of educational staff in schools is not limited to administrative functions but also includes competency enhancement, fulfillment of professional needs, and improvement in the quality of educational services. Educators and staff are expected to make maximum efforts to achieve educational goals, particularly in shaping excellent generations with academic and non-academic competencies(Komariyah et al., 2021). In this context, human resources (HR) serve as the primary element of school organizations. Effective HR management not only enhances individual performance but also significantly impacts the overall progress of the institution. Therefore, an effective HR management strategy is essential in education to ensure optimal and sustainable learning quality(Asrulla et al., 2024; Suryadi et al., 2024).

The urgency of this research lies in the importance of HR management in creating a high-quality and competitive educational environment. A report from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2023) indicates that many schools still face challenges in HR management, such as a lack of professional training for teachers, low work motivation among educators and limitations in effective performance evaluation systems. These issues are also prevalent in schools in Banda Aceh, including State Elementary School 25 Banda Aceh. Despite having achieved an "A" accreditation and a 100% graduation rate, this school's HR management still requires improvement, particularly in teacher professionalism development, the effectiveness of incentive systems for educational staff, and optimizing performance assessment systems based on data.

HR management issues in schools include an uneven distribution of workloads, a lack of structured feedback mechanisms in teacher supervision processes, and limited access to technology that could support efficient performance management. Since the effectiveness of curriculum integration and students' academic achievement is closely linked to the quality and motivation of educators, this research becomes relevant in examining HR management strategies that can improve the effectiveness of education in schools.

As a solution to the identified challenges, this study proposes a more effective HR management strategy to enhance education quality through strengthening professional development programs for educators, implementing performance-based incentive systems, and optimizing technology-based performance evaluation systems(Sholeh, 2023). Several previous studies have examined HR management in the education sector. For example, research by(Saputra & Enjelina, 2024)highlighted the importance of teacher training in improving learning quality, while a study by(Rachmadtullah et al., 2024)analyzed the effectiveness of incentive systems in enhancing the performance of educational staff. However, these studies have not explicitly explored HR management strategies in the context of high-performing public elementary schools such as State Elementary School 25 Banda Aceh.

Therefore, this study's novelty lies in its approach to HR management strategies tailored to the specific needs of public elementary schools that have already achieved high academic performance but still face HR management challenges. This research aims to fill the gaps in previous studies and contribute to developing HR management policies in public elementary schools(Cheng, 2022).

This study aims to analyze HR management strategies for improving education quality at State Elementary School 25 Banda Aceh and design a more effective and applicable HR management model for other public elementary schools. The findings are expected to provide valuable recommendations for education policymakers to enhance the effectiveness of HR management, thereby fostering the optimal development of education in Indonesia.

METHODOLOGY

This study employs a qualitative method with a case study design to examine the curriculum integration at State Elementary School 25 Banda Aceh. This school has successfully facilitated students' progression to higher education at both national and international levels. This success is primarily attributed to the role of educators in implementing and adapting the curriculum to meet student's academic needs and aspirations.

The data collection methods include direct observation of school management practices, in-depth

interviews with key stakeholders such as teachers, principals, and education personnel, and document analysis of the curriculum implemented (Creswell, 2018). Observations focus on how curriculum policies are translated into daily classroom activities and school programs, while interviews explore stakeholders' perspectives on the effectiveness and challenges of curriculum implementation. Additionally, curriculum documents, lesson plans, and assessment reports are examined to gain a comprehensive understanding of the integration process. To ensure reliability and validity, education and curriculum studies experts reviewed and validated all research instruments, including observation guidelines, interview protocols, and document analysis checklists.

Informants in this study were selected purposively (purposive sampling) by considering the relevance and depth of information that can be provided related to human resource management strategies in elementary schools. The criteria for informants involved are as follows: Principal, Vice Principal or Field Coordinator, Permanent Teachers (PNS or Honorary), Education Personnel, School Supervisors, or School Committees at State Elementary School 25 Banda Aceh.

The collected data were analyzed thematically to identify recurring patterns, emerging themes, and underlying factors influencing curriculum integration. The results were interpreted by incorporating diverse stakeholder perspectives to ensure a well-rounded understanding of the findings. This study offers a deeper insight into how curriculum integration at State Elementary School 25 Banda Aceh contributes to students' academic achievements and enhances their opportunities to pursue higher education. The findings may also provide valuable recommendations for improving curriculum implementation strategies in elementary schools with similar educational goals.

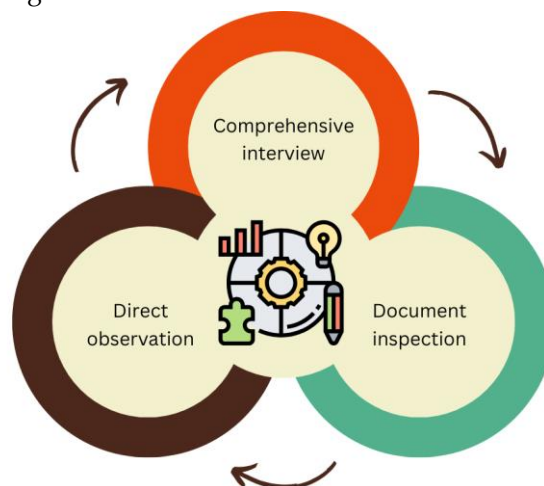


Figure 1. Data collection methods

FINDINGS

Human Resource Management Strategy at State Elementary School 25 Banda Aceh

Human resources (HR) plays an important role in every organization. Amid the organizational framework, humans play an important role in realizing the organization's vision, mission, and goals. Every type of organization and its goals are designed with an emphasis on human welfare and achievement, and in fact, all of these efforts are carried out by humans. Humans are important in every aspect of organizational activities (Huzain, 2021). The importance of human resource management is growing as the strategic role of human resource management in achieving competitive success is increasingly recognized. Innovation is an important factor for an organization's competitive advantage, which is further influenced by employee motivation and work morale. Employee attitudes are derived from the management policies and practices implemented in the workplace, which include how the organization motivates, supports, and supervises its human resources (Sabarofek, 2022).

The primary function of human resource professionals is to help organizations create and maintain a positive work environment, ensure employee satisfaction and well-being, and guide initiatives to achieve the organization's vision, mission, goals, and strategies. Using these methods, human resource management

becomes integral to the organization's strategy. It serves as a critical enabler in unlocking the full potential of individuals to achieve collective success. As a result, human resource management initiatives significantly impact the overall performance and success of the organization.

Human Resource Management (HRM) is currently the focus of many stakeholders' attention, which is understandable considering its significant influence on organizational efficiency. Personnel management plays a vital role in shaping the future success of an organization. The level of effective HRM management is a key factor in achieving an organization's goals and overall success. HRM management is one of the important responsibilities of organizational management (Huzain, 2021). On the other hand, if HR management is not carried out effectively, the organization's effectiveness will likely be hampered or even not achieved. Various elements, such as changes in the external and internal environment, employee demands and expectations, labor-related laws and regulations, and organizational socio-cultural dynamics, influence the complexity of HR supervision.

In dealing with such complexity, HR management must have a deep understanding of the various elements involved and the ability to formulate, monitor, and modify appropriate policies and strategies. By adopting the right strategy, HR management can be a key element in the success of an organization in fulfilling its vision, mission, and goals. Management must focus adequately on HR management to ensure the effectiveness and sustainability of the organization in the future (Arifin et al., 2024). Recent advancements and improvements highlight the importance of skilled and qualified personnel in facilitating operations in various sectors, including education. Efficient human resource management in educational organizations can be crucial for the institution's progress.

The role of human resource management, which includes planning, organizing, implementing, maintaining, and supervising, serves as a foundation for achieving organizational goals (Hamali, 2023). Effective human resource management ensures the achievement of expected educational goals. The effectiveness of education can be assessed based on the performance of human resources in educational institutions. For example, a principal who is skilled in managing a school, teachers who can educate and teach effectively, staff who carry out their responsibilities well, security officers who ensure school security, and students who carry out their responsibilities well. The effectiveness of human resource performance is the standard of achievement of an educational institution.

The human resource management strategy at State Elementary School 25 Banda Aceh is crucial to achieving an "A" accreditation and an outstanding 100% graduation rate, with 98% of its students continuing to their chosen schools. State Elementary School 25 Banda Aceh emphasizes improving the skills of educators and teaching staff through training, workshops, and professional mentoring to ensure high-quality and relevant teaching. State Elementary School 25 Banda Aceh also emphasizes improving the quality of educational services by fostering an innovative learning environment that combines technology and adaptive and student-centered teaching approaches.

Structured planning and organization serve as the basis for distributing educational staff based on needs, overseeing teaching initiatives, and implementing regular performance appraisals. The school awards outstanding educators to motivate teachers, fostering a dynamic and competitive work environment. Continuous monitoring and assessment are conducted to ensure program success and continuous performance improvement. State Elementary School 25 Banda Aceh fosters strong partnerships with parents, the school committee, and the local government to assist in various educational initiatives. By implementing these strategies, State Elementary School 25 Banda Aceh can create an effective, efficient, and competitive educational atmosphere and produce generations who excel locally and internationally.

Quality of Education at State Elementary School 25 Banda Aceh

School standards are the criteria for determining its qualifications. A school is considered qualified if it can match other schools in terms of academic achievement, teaching effectiveness, facilities, and services provided to students and parents. The standard of education in a country indicates the progress and achievements of the country as a whole. Countries that excel in education often have more knowledgeable

populations, societies that recognize the importance of education, and produce more innovative and high-quality outputs(Grace, 2024).

When people consider education a top priority, they are more motivated to seek extensive knowledge. This impacts improving the quality of education and the capacity of individuals to produce new, innovative, and high-quality work. Awareness of the importance of education is a major driver for the progress of a nation in economic, social, and cultural aspects(Simamora et al., 2024). The standard of education in a country dramatically influences the level of progress of the country as a whole. Countries with poor quality of education often experience stagnation in various aspects of life, including economic, social, and cultural. Efforts to improve the quality of education involve improving the quality of learning or the teaching and learning process in the classroom(Akmaluddin & Siburian, 2018; Husein, 2022).

Education quality can be improved through the development and coaching of educational personnel. Educational personnel, especially teachers, play an important role in education. Schools face significant challenges in achieving the expected learning goals without qualified and trained educators. Allocating funds for the development and coaching of educational personnel is vital to improving the quality of education(Fitriyani et al., 2024). Improving the quality of educational staff is expected to make the learning process in schools more effective and efficient so that students can develop their potential to the maximum and improve the quality of school graduates.

This has a positive impact on education's progress and contributes to the nation's progress as a whole. In addition to increasing educational staff, increasing physical facilities and student learning time are also important elements in improving the quality of education. Undeniably, educational staff play an important role that needs to be improved so that the quality of education in schools can increase significantly. Improving the quality of educational staff or teachers in carrying out the teaching and learning process needs attention(Farma et al., 2024).

One of the key factors in improving the quality of educators is their skills in managing the classroom. A competent teacher must have the ability in classroom management, which includes creating a supportive learning atmosphere, monitoring student behavior, and implementing various management strategies that are appropriate to the needs and characteristics of students. Creating new and efficient classroom management strategies is equally important. Educators must continue improving their skills in engaging and interactive teaching methods to inspire students to learn more effectively. Therefore, improving teacher qualifications is an important step in ensuring the achievement of quality and sustainable education goals in schools.

A teacher must also be able to use efficient learning techniques in the educational process. Efficient learning techniques can help improve students' understanding and optimize their learning abilities. To improve professionalism in teaching, an educator can take various actions, such as participating in training related to their field of expertise. These trainings can cover various topics, from using technology in learning to effective classroom management and teaching strategies for students with special needs. Educators can take advantage of the forums provided by school clusters or other educational institutions to improve their professionalism(Purnanti & Yanti, 2024).

Through the training and forums provided, teachers can gain new knowledge, update their skills, and share experiences and best practices with fellow educators. This helps improve the quality of classroom learning and strengthens teacher professionalism in facing various challenges in the ever-evolving world of education. Thus, educators can be more prepared and effective in meeting the demands of their profession and positively impacting the student learning process.

There are many forums that can be used by educators to exchange insights and experiences in developing the right learning methods. The differences in learning methods used by one teacher and another not only enrich each teacher's experience but also provide opportunities to gain new knowledge and open new insights, especially for novice teachers.

These forums can be discussion forums between teachers in schools, study groups at the school or district level, educational seminars and workshops, and educator communities on social media or online. Through active participation in these forums, educators can exchange information, share experiences, and discuss challenges and solutions in the learning process(Onyema et al., 2019).

By sharing knowledge and experience, teachers can provide support and inspiration to each other in improving the quality of learning. This can help enrich classroom learning practices, face changes and challenges in the education world, and optimally develop the quality of education by each educator. Collaboration between educators through various forums is key to developing practical and relevant learning practices for students' needs to impact the overall quality of education positively.

The quality of education at State Elementary School 25 Banda Aceh reflects high standards in learning management and implementation. This school has obtained an "A" accreditation, which confirms its commitment to quality education. Student academic achievement also shows proud results, with a graduation rate reaching 100% and almost all graduates (98%) continuing their education at favorite schools. This shows that State Elementary School 25 Banda Aceh has succeeded in creating an educational ecosystem that supports optimal student development.

The success is supported by various factors, namely qualified educators, effective learning strategies, and adequate facilities. State Elementary School 25 Banda Aceh implements strong educational management, which includes structured planning, organizing, controlling, and evaluating. Focusing on developing teacher competencies and using technology in learning, State Elementary School 25 Banda Aceh can provide students with interactive and relevant learning experiences.

The high quality of education at State Elementary School 25 Banda Aceh not only produces students who excel in academics but also graduates who are competitive and able to adapt to higher education environments. This success makes the school one of the examples of elementary education institutions that can contribute significantly to improving the quality of education at the local and national levels.

DISCUSSION

The research findings show that the human resource (HR) management strategy implemented at State Elementary School (SDN) 25 Banda Aceh plays an important role in achieving high-quality education. The school's success in achieving "A" accreditation, a 100% graduation rate, and a 98% continuation of education to favorite schools are real indicators of the effectiveness of the management strategy implemented.

HR management at SDN 25 Banda Aceh focuses on meeting workforce needs and improving educators' quality through training, workshops, and professional mentoring. This aligns with the view (Tanuwijaya & Tambunan, 2021) that HR management's functions include planning, organizing, implementing, maintaining, and supervising to achieve organizational goals effectively. This strategic approach makes HR the main asset in supporting sustainable education goals.

This study also underlines the importance of continuous professional development for educators. With active involvement in discussion forums, training, and learning communities, SDN 25 Banda Aceh teachers demonstrate a commitment to improving competence and professionalism. (Purnanti & Yanti, 2024) Emphasized that professional training and forums enable teachers to gain new knowledge and share best practices, ultimately improving classroom learning quality.

Furthermore, reward strategies for outstanding teachers and creating a dynamic work environment contribute to work motivation. (Purnanti & Yanti, 2024) Stated that employee attitudes and motivations are greatly influenced by the policies and practices of HR management implemented by the organization. In schools, support for teachers and recognition of their performance is the driving force for improving the overall quality of education. The adoption of technology and a student-centered learning approach at SDN 25 Banda Aceh also shows alignment with the modern education paradigm that prioritizes innovation and personalization of learning. This is to the view (Purnanti & Yanti, 2024) that improving the quality of learning is highly dependent on educators' quality and ability to manage learning effectively and efficiently (Istiqlal et al., 2024; Safitri, 2024b, 2024a; Safitri et al., 2024; Safitri & Ansari, 2024).

Furthermore, the school's success cannot be separated from the partnership with parents, school committees, and local governments. This strengthens the view (Purnanti & Yanti, 2024) that the quality of education is directly correlated with community support and the active role of all stakeholders. SDN 25 Banda Aceh has succeeded in creating an educational ecosystem that supports not only academic development but

also the character and competitiveness of students at the local and national levels. Thus, the HR management strategy implemented at SDN 25 Banda Aceh can be used as a model of good practice for other schools in order to improve the quality of education. This success shows that structured education management, oriented towards HR development and supported by strong partnerships, can significantly impact the quality of education.

CONCLUSION

Human Resource Management is essential to improving the quality of education. Without adequate and structured human resource management, achieving the desired quality of education becomes a challenge. Human resource management can improve the capabilities of educators and staff in educational institutions, enabling them to achieve educational goals more efficiently. Improving the quality of education can be done by improving existing human resources. One way is to improve the skills of educational personnel in educational institutions. So that educational institutions can improve the quality of learning experiences and educational services provided to students. Educational personnel can be developed through various methods, one of which is teacher professional development carried out through school clusters. Each school cluster has various forums that function as centers for teacher involvement, such as the Teacher Working Group and the Principal Working Group. By participating in these forums, educators can collaborate, share experiences, and refresh their knowledge to improve the quality of learning and leadership in schools.

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