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## IMPLEMENTATION OF HUMAN RESOURCE MANAGEMENT (HRM) IN IMPROVING TEACHER PERFORMANCE AND INSURING EDUCATION QUALITY

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### Abstract

#### Keywords:

Human resource management, education quality, teachers, learning

*In an effort to advance a school, human resource management, especially educators, has a very crucial role. The quality of education refers not only to the end result, but also to the learning process and the human resources involved. In measuring the quality of education, it is necessary to consider a number of factors, ranging from inputs, namely the quality of students and school infrastructure, the learning process that takes place in the classroom, to outputs, namely students' academic achievement and readiness to face future challenges. This study aims to understand the practices, policies and concrete steps taken by SMP 1 Kalikotes towards Human Resource Management (HR) for Islamic Religious Education Teachers (Guru Pendidikan Agama Islam). By focusing on the implementation of teacher resource management, this research will provide information, this research will provide information in revealing the best practices and challenges faced by the school in an effort to improve the quality of education. Field research is a relevant approach to explore the dynamics and challenges faced by schools in managing teacher human resources to improve the quality of education. This research will adopt a case study research design. The results of our research show that SMP 1 Kalikotes Klaten has made significant efforts in teacher training, both through internal and external training. The program of making teaching modules and implementing the independent curriculum is well designed and in accordance with the needs of teachers, helping to improve skills and knowledge in the teaching process.*

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**Abstract**

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**Kata kunci:**

Manajemen SDM,  
Mutu pendidikan,  
guru, Pembelajaran

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Dalam upaya untuk memajukan sebuah sekolah, manajemen sumber daya manusia khususnya tenaga pendidik, memiliki peran yang sangat krusial. Mutu pendidikan tidak hanya mengacu pada hasil akhir, tetapi juga pada proses pembelajaran dan sumber daya manusia yang terlibat. Dalam mengukur mutu pendidikan, perlu mempertimbangkan sejumlah faktor, mulai dari input, yaitu kualitas siswa dan sarana prasarana sekolah, proses pembelajaran yang berlangsung di dalam kelas, hingga output, yaitu pencapaian akademik siswa dan kesiapan untuk menghadapi tantangan di masa depan. Penelitian ini bertujuan untuk memahami praktik-praktik, kebijakan, dan langkah-langkah konkret yang telah diambil oleh SMP 1 Kalikotes dalam manajemen SDM guru PAI. Dengan fokus pada implementasi manajemen SDM guru PAI, penelitian ini akan memberikan informasi dalam mengungkapkan praktik-praktik terbaik dan tantangan yang dihadapi oleh sekolah dalam upaya meningkatkan mutu pendidikan. Jenis penelitian yang digunakan metode *field research*. *field research* menjadi pendekatan yang relevan untuk mendalami dinamika dan tantangan yang dihadapi oleh sekolah dalam mengelola sumber daya manusia guru untuk meningkatkan mutu pendidikan. Penelitian ini akan mengadopsi desain penelitian studi kasus (*case study*). Hasil penelitian kami menunjukkan bahwa SMP 1 Kalikotes Klaten telah berusaha secara signifikan dalam pelatihan guru, baik melalui pelatihan internal maupun eksternal. Program pembuatan modul ajar dan implementasi kurikulum merdeka ini dirancang dengan baik dan sesuai dengan kebutuhan guru, membantu meningkatkan keterampilan dan pengetahuan dalam proses mengajar.

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## INTRODUCTION

In an effort to advance a school, it cannot be ignored that human resource management, especially educators, has a very crucial role. The success of an educational institution often depends on the competence of its educators. Educators who are competent in their fields have the ability to make very useful contributions, so that schools can continue to develop and move towards better sustainability. The quality of education in a school is also reflected in the ability of teachers to carry out their roles as educators, teachers, mentors, and trainers (Suparto, 2016). Teachers must be able to meet the demands of the independent curriculum that has been established, both in the local and national contexts.

The quality of education refers not only to the end result, but also to the learning process and the human resources involved. In measuring the quality of education, it is necessary to consider a number of factors, ranging from inputs, namely the quality of students and school infrastructure, the learning process that takes place in the classroom, to outputs, namely students' academic achievement

and readiness to face future challenges. All these aspects must be managed well to ensure that schools are able to provide quality education and contribute positively to the development of their learners and society. The effectiveness of human resource management (HRM) in schools is one of the important pillars in ensuring educational success and progress.

Educators and education personnel in schools have a central role in determining the direction and results of educational planning and development programs. They are at the forefront of implementing the vision and mission of school education. The importance of the role of educators and education personnel is not limited to teaching in the classroom. Educators also have the responsibility of crafting the curriculum, developing innovative learning methods and creating an educational environment that is inclusive and conducive to the development of each student. Teachers also have control over the selection of teaching materials, classroom management, and evaluation of student learning progress. In terms of understanding the material, changes in student attitudes and behavior. Providing the effect of change to students after the learning process.

Effective human resource management in schools includes aspects of recruitment, training, and staff development (Zulfandika & Saiddaeni, 2023). By having a team of qualified and competent educators and education personnel, schools can ensure that every aspect of Islamic religious education learning is carried out optimally and efficiently. Islamic religious education teachers and education personnel play an active role in managing school human resources is the main key that ensures the realization of quality education. Teachers have a huge responsibility in guiding students, overseeing the school's vision and contributing to continuous improvement in education.

One of the main factors that is very decisive in improving the quality of education is the availability of professional teachers who are fully committed to carrying out learning tasks (Munadi & Umar, 2022). Teachers must be able to carry out their roles with full responsibility, and be ready to change attitudes and behaviors to improve quality and performance in teaching. Teachers are not just figures who provide knowledge to students, educators are human elements who are very close and directly related to students in the education process. Teachers are figures who become role models, mentors, and identification for students (Arfandi, 2021). An educator provides more than just information, teachers provide inspiration, motivation, and guidance for students' personal development.

Teachers also have a significant impact on the educational environment in schools. They create a conducive learning atmosphere, facilitate the learning process and play a role in the development of a positive school culture. Professional and dedicated Islamic Religious Educations Teachers (PAI teachers) contribute to the creation of a supportive environment for students' intellectual, emotional

and social growth, thereby creating conditions that enable an overall improvement in the quality of education. The role of PAI teachers in education is not only limited to the delivery of subject matter, but includes an important role in shaping students' character, attitudes and achievements, and in building the foundations of quality education. In this sense, PAI teachers are not only teachers, but also the main pillars in ensuring that the quality of education is at a high level and relevant to the demands of the times. Where the times are increasingly advanced, PAI teachers must have skills and abilities in using modern technology. PAI teachers also play a role in providing technology-based education, whether it is using religious learning videos uploaded on social media or Youtube that are favored and watched by many children in generation Z. Nor technology-based PAI learning in the classroom, so that PAI learning is not just a lecture in front of the class.

Human resources are one of the most important aspects in the context of change (Susanti, 2021). Humans, as the most fundamental source of change agents, have multiple roles in the change process. Managing human resources in a complex environment such as a school poses its own challenges. Each individual has different attitudes, behaviors and views, so the more human resources that are managed, the more complex the task of managing them. This is why a leader who is able to manage change effectively is needed.

In the school context, the human resources referred to in change management are principals and teachers. The principal has an important role as the prime mover in encouraging teachers to accept and adapt changes. The principal must have strong leadership skills to inspire and coordinate change efforts throughout the school. On the other hand, teachers play the role of change agents. Teachers are the ones who will implement the changes in the classroom environment and interact directly with students. Teachers need to have the relevant skills and knowledge to deal with these changes effectively. Especially PAI teachers must be able to master religious materials and good learning processes. Changing the old learning methods in the learning process and replacing them with more student-focused learning is not easy. PAI teachers are not only required to master religious content, but also to master learning media in delivering the material. Change management in schools is a challenge that requires collaboration between principals (head of school/ leadership) and teachers. With strong leadership and good cooperation, schools can cope with change more successfully and make a positive impact on student learning and school development.

From the background of the human resource management problem, the author wants to explore the application of human resource management, especially in the context of PAI teachers, in an effort to improve the quality of education at SMP 1 Kalikotes, Klaten. In the context of this research, the case chosen is the human resource management of teachers at SMP 1 Kalikotes,

Klaten. Using a case study design, the research will explore this phenomenon in depth, involving comprehensive data collection, such as observations, interviews and document analysis, Everything is geared towards a deep understanding of how human resource management for teachers impacts the quality of education in schools.

The human resource management aspect of teachers is very important, given their central role in providing quality education to students. The author wishes to investigate how teachers at SMP 1 Kalikotes manage human resources in the school, including self-development, collaboration between teachers and performance improvement in the learning process. This will provide insight into how schools manage their most valuable human assets in the context of improving the quality of education. Research into the implementation of teacher human resource management in this school can also reveal best practices that may have been implemented by principals and other education staff.

This study aims to understand the practices, policies and concrete steps taken by SMP 1 Kalikotes in teacher HR management. In this context, the data obtained will reveal whether these strategies are effective in improving the quality of education, identify potential changes and provide a comprehensive view of the role of teachers' human resource management in achieving educational goals in the school. The information generated from this research can provide guidance for SMP 1 Kalikotes and other schools in their efforts to improve the quality of education through more effective and efficient human resource management. This research is expected to serve as a foundation in designing educational improvement strategies that focus on the human resource management aspects of teachers, which in turn is expected to result in a significant improvement in the quality of education at SMP 1 Kalikotes, Klaten.

With a focus on the implementation of human resource management for PAI teachers, this study will provide information in revealing the best practices and challenges that may be faced by schools in an effort to improve the quality of education. The results of this study are expected to provide useful insights and guidance for improvement in the context of PAI teacher human resource management and education at SMP 1 Kalikotes, Klaten.

## **THEORY**

### **Quality Resources**

Quality resources are an important element in organizational success, and one of the main indicators of the quality of these resources is high performance and productivity (Fazrin et al., 2022).

Performance, in this context, refers to the quality of an individual's task-oriented behavior and the work they do. When discussing teacher performance, the quality of performance can be observed from two main perspectives, namely administration and professional development. On the one hand, administrative aspects include efficiency in carrying out routine tasks such as classroom administration and assessment. On the other hand, professional development is a teacher's effort to continuously improve skills and knowledge in order to provide better education.

Performance, in essence, is the tangible result of the work done by an employee or an organization. Therefore, performance improvement is a very important goal to achieve better results. In an effort to achieve better performance, organizations and individuals should focus on skill development, effective time management, and implementation of best practices in tasks. This is the key to maximizing the contribution of quality resources in achieving organizational goals (Sakban et al., 2011).

Quoting from Syaiful Sagala, reveals an important view of the role of an organization in achieving common goals. He states that although common goals are the cornerstone of an organization, achieving those goals effectively requires good and proper management. Management itself has its roots in "*managio*," which means management, or "*managiare*," which means to train in organizing steps. In a broader concept, management is often defined as a science, a skill, and a profession. This implies that management is not just a series of tasks that must be fulfilled, but also a system of human behavior that must collaborate cooperatively in carrying out tasks and responsibilities.

All of this must be overseen by organized leadership. With continuous effort and based on rational action, management is at the core of realizing the vision and goals of the organization. A good understanding of the principles of effective management is key in steering the organization towards success (Sagala, 2011). Then the definition of education management is very important in the context of managing educational institutions. Education management refers to a series of activities that involve the process of managing a joint effort by a group of individuals who are members of an educational organization.

The main objective of education management is to achieve pre-set educational goals in an effective and efficient manner. In the context of education management, the word "effective" refers to the ability to achieve these educational goals with satisfactory results, while "efficient" means achieving these goals with the best possible use of resources. Education management involves planning, organizing, implementing and supervising various aspects of education, including curriculum, human resources, facilities and infrastructure, and budget. Education management is the core of managing educational institutions to ensure that the educational process runs well and educational goals are achieved effectively and efficiently (Arikunto & Yuliana, 2008).

George Terry introduced the basic concept in management by dividing management functions into four key stages of planning, organizing, actuating, and controlling. First, there is the function of “planning” which refers to the planning process, the initial step in management where goals and strategies are defined to achieve those goals. Second, “organizing”, which involves arranging resources, tasks, and responsibilities so that the organization can operate efficiently. This includes organizational structure, resource allocation, and the roles of individuals within the organization. The third stage is “actuating” or implementation, which focuses on carrying out the plans and policies that have been made in the planning stage. It involves mobilizing the people in the organization to work according to the plans that have been set.

Finally, the “controlling” stage, which involves monitoring and assessing performance to ensure that plans and objectives are being achieved (Terry & Rue, 2019). Supervision is an important tool in management to detect differences between actual and expected performance, so that corrective action can be taken if needed. The concept of management functions plays an important role in directing managerial activities, ensuring efficiency and effectiveness in achieving organizational goals, and managing the educational process well.

### **Change Management and Human Resources**

Change is an important dynamic in life, both in individual and organizational contexts. It is a process that changes something or a situation from a pre-existing condition to a different one. Change can involve various aspects, including people, structure, and technology (Fattah, 2009). At the individual level, change may take the form of personal development, changes in beliefs, or adaptation to a new environment. It includes the development of new skills, a deeper understanding of oneself, and a change in outlook on life. At the organizational level, change may involve internal restructuring, changes in strategy, or implementation of new technologies. Organizational change is often aimed at improving efficiency, adjusting to a changing environment, or meeting the demands of an evolving market.

Technology is one area where change is very evident (Cahyono, 2020). Technological change is happening rapidly, and organizations and individuals need to constantly adapt to technological developments to stay competitive and achieve goals. In all cases, change is an inevitable phenomenon in life, and the ability to manage it well is key to success, both in individual and organizational contexts. Change can be an opportunity for growth and improvement, but it can also create uncertainty and tension if not managed wisely.

According to Charles Graham (2011), the technology pedagogy content knowledge (TPACK) framework approach has tremendous potential to be a strong foundation for future technology development. A robust TPACK framework not only integrates key elements, such as technological knowledge, content, and pedagogy, but also creates valuable theoretical guidance for teacher education programs. The TPACK framework is not just a tool that combines technology and education, but also provides a clear direction on how teacher education can better approach potential trainees so that they can use technology in specific and common ways. In this context, TPACK helps to create a deep understanding of how technology can be used effectively in teaching and learning, taking into account aspects of content, pedagogy and technology (Graham, 2011).

Change management is a key concept that emerges when talking about managing change in an organizational context (Wibowo, 2021). It is a systematic approach designed to manage change in a structured and measurable way. The aim is to effectively manage the necessary knowledge, means and resources to influence the people who will be affected by the change. In the context of change management, the main focus is on how the change will be implemented and managed, as well as how individuals, teams or organizations can adapt to the change. This involves effective communication, stakeholder engagement, careful planning, and monitoring of change progress.

Change management also aims to reduce uncertainty and resistance to change (Sugandi, 2013). In the ever-changing educational environment, the ability to manage change well is a key factor in maintaining school sustainability and success. Change management is a very important approach in bringing about the changes needed to achieve organizational goals, while minimizing the disruptions and losses that may result from such changes. When discussing change in the context of school organizations, change agents have a range of options that can be categorized into four main categories. These categories are the organizational structure of the school, the technology used, the physical setting or work environment, and the most important aspect, which is change involving people.

Changes involving people include aspects of the attitudes and behavior of organizational members (Rivai & Mulyadi, 2012). This is an area that includes everything related to how individuals interact within the organization. Changes in attitudes and behaviors can be achieved through effective communication processes, informed decision-making, and better problem-solving. In an ever-changing world, organizations often need to adapt themselves to stay competitive and thrive. People-related change is at the core of efforts to create a responsive and innovative organizational culture. Change management therefore includes an understanding of how to manage change that affects the attitudes and behaviors of organizational members, so that change can be implemented successfully and deliver the desired benefits.



The focus of this research is on change involving people, which includes helping individuals and groups in organizations to work more effectively. Changes in the behaviors and attitudes of individuals in an organizational context are essential elements in creating an environment that is responsive, innovative, and able to adapt to the changing environment. It also discusses how individual and group change processes can be elaborated, including through effective communication, informed decision-making, and improved problem-solving. By understanding and managing people change wisely, organizations can better achieve their goals and succeed in the competitive educational environment.

## METHODS

The type of research used is *field research*, which is a research method that is carried out directly in the field to obtain the necessary data (DeMarrais & Lapan, 2004). In this case, this research will focus on objects related to symptoms or events that occur in a community group. In the context of this study, researchers will be directly involved in observations, interviews, or other information gathering in the school environment, with a special focus on human resource management in teachers at SMP 1 Kalikotes, Klaten. This field research provides an opportunity to gain in-depth information on how teachers' human resource management practices are implemented in a real context, as well as how this impacts the quality of education in the school.

*Field research* is a relevant approach to explore the dynamics and challenges faced by schools in managing human resources for PAI teachers to improve the quality of education. This research will adopt a *case study research* design, in which the research will focus exclusively on a single phenomenon or case that has been selected. The case study approach allows researchers to investigate the phenomenon with a greater level of depth and comprehensiveness (Assyakurrohim et al., 2022). The case study approach allows researchers to detail the context, dynamics, and challenges faced by SMP 1 Kalikotes in managing the human resources for PAI teachers in facing the challenges of changing times.

## RESULTS AND DISCUSSION

The teacher training and human resource development program conducted at SMP 1 Kalikotes is a structured and comprehensive initiative. Through the program conducted by the principal (head of school), teachers are given the opportunity to continuously improve their qualifications and competencies. The program includes several important components. The program involves computer and English courses that give teachers access to information and communication technology (ICT)

skills, as well as English language proficiency. This training program enables teachers to keep up with technological developments and helps them communicate more effectively, including in a global context.

In an effort to continuously improve the quality of teaching, the principal regularly organizes seminars aimed at implementing the independent curriculum and differentiated learning approaches. Through these seminars, teachers are given the opportunity to continuously update and deepen their knowledge on the latest curriculum and innovative teaching techniques. These seminars provide a platform where educators can introduce new teaching methods that have proven effective in improving the quality of learning in the classroom. In this context, teachers can actively demonstrate how these new methods are applied in daily teaching.

This allowed the seminar participants to see first-hand how the concepts of independent curriculum and differentiated learning can be effectively implemented in real classroom situations. Thus, through this series of seminars, teachers can continue to hone their skills, maintain a higher quality of learning, and bring positive benefits to students' learning experience. This is an important step in supporting the ever-changing development of education and ensuring that teachers stay connected to the best teaching methods available. The program also includes special preparation for new tasks assigned by the Ministry of Education and Culture.

In an effort to continuously improve the quality of teaching, another program that is carried out regularly is the organization of seminars on the preparation of teaching modules based on the independent curriculum for teachers. This initiative was initiated by the Principal with the main objective of enriching the educational resources available to the teaching staff. In this seminar, teachers are invited to participate in the preparation of teaching modules in accordance with the principles of the independent curriculum. This will create more relevant learning materials, focus on developing students' skills and enhance creativity in the teaching process. These modules are designed to ensure that teaching is student-centered, provide flexibility, and allow teachers to adjust the learning approach according to students' individual needs and level of understanding.

Through this teaching module development seminar, teachers have the opportunity to design materials that allow them to innovate and better meet the expectations of the independent curriculum. So that teachers can develop teaching materials that are relevant, differentiated, and adaptable for each learning context, thus promoting significant improvement in teaching quality.

With this preparation, teachers can feel more prepared and confident in facing changes in the education system. This training program includes preparation for the implementation of the latest

curriculum, the Merdeka Curriculum. This is a proactive step in keeping up with the current changes in national education and ensuring that teachers at SMP 1 Kalikotes have a deep understanding of how to implement this innovative curriculum. The school's teacher training and development program reflects a strong commitment to improving the quality of education and meeting the ever-changing challenges of education with concrete efforts.

The Principal and Vice Principal Curriculum regularly meet every two months. These meetings serve several important purposes. First, they are used to discuss school programs that will be implemented in the near future. This includes the planning of learning activities, extracurricular programs and special initiatives that support education in the school. In addition, this meeting is also a platform to discuss problems that are being faced by the school. These include issues that affect the daily operations of the school, such as resource management, student discipline, financial issues or internal policies. These discussions and problem-solving ensure that the school can function effectively and efficiently.

By scheduling meetings at regular intervals, the principal and vice principal curriculum can ensure that good communication and coordination are maintained within the school organization. This also makes it possible to respond quickly to changes and challenges, which in turn supports improving the quality of education in the school. The principal at SMP 1 Kalikotes, Klaten, has carried out a series of tasks aimed at developing the human resources of teachers in the school. These tasks include several activities such as: Training, seminars and regular meetings. The principal has conducted training at the school by inviting trainers from outside. This is an effective way to ensure that teachers have access to the latest knowledge and skills in more specialized areas. This training helps teachers to improve their competencies.

The Principal has encouraged teachers who have completed the training to share their knowledge with other teachers. Sharing knowledge and experience is a very effective way to ensure that all staff in the school benefit from the training. The principal has made efforts to provide adequate books and references for teachers. These resources are important to support professional development and continuous learning. The principal has encouraged regular meetings between teachers of similar subjects in the school. These meetings are a platform to share ideas, best practices and address issues together. This enables better collaboration between teachers and can improve the quality of teaching in the school.

These tasks carried out by the Principal reflect a strong commitment to the professional development of teachers and the overall improvement of the quality of education at SMP 1 Kalikotes, Klaten. The principal at SMP 1 Kalikotes, Klaten, plays a very active role in collaborating

with supervisors to advance teachers' human resources (HR). This involves a series of activities that support the development of teachers at the school. Holding teachers' council meetings with the supervisor to evaluate school programs.

Evaluation is an important step in ensuring that educational programs continue to evolve and meet students' needs (Retnawati, 2012). Organizing group counseling for subject teachers. This group counseling allows teachers to share experiences, overcome challenges and exchange ideas that can improve teaching practices. Principals also take steps to restructure or refresh programs that have been evaluated. In this case, education program evaluation plays a key role in designing the necessary changes.

Providing orientation for new teachers is also an important component in efforts to develop teacher human resources (Hilwah, 2020). New teachers need a strong understanding of the school culture and its demands, and this orientation helps them adapt to the new environment. Principals and supervisors work together to conduct joint classroom visits to evaluate teachers' teaching quality. This is an effective way to provide immediate feedback to teachers on their teaching.

Through these discussions, teachers can receive constructive suggestions and collaborate for improvements in classroom teaching. All these actions reflect a strong commitment to improving teacher human resources and the quality of education at SMP 1 Kalikotes, Klaten. The close collaboration between the principal and supervisor is one of the key factors in the success of the teacher development program at this school. From the description above, it can be concluded that SMP 1 Kalikotes, Klaten, has committed well in implementing the teacher training and human resource development program. The steps taken by the Principal show dedication and effort in improving teachers' competencies and the quality of education in the school.

However, it is noted that in the context of Merdeka Curriculum, teachers are required to seek their own training individually. This shows that this curriculum approach encourages teachers to take the initiative in professional development. Teachers are expected to actively seek training that suits their needs and engage in self-directed learning. With the commitment that the school has shown in terms of training and development, as well as teachers' initiative to seek additional training, SMP 1 Kalikotes, Klaten, is on the path towards improving the quality of education and ensuring that teachers have the latest skills and knowledge required in the face of changes in the world of education.

The author underwent a thorough observation and interview process with the Principal of SMP 1 Kalikotes, Kelaten, to gain insight into human resource management (HRM) in the context of improving the quality of education. The research results obtained from these interactions were then communicated in the form of structured data, as shown in the following table:

[Table. 1.1.]

**Human Resource Management (HRM) in Improving the Quality of Education of SMP 1  
Kalikotes Klaten**

No.	INDICATOR	SCORE				
		1	2	3	4	5
<b>1.</b>	<b>Leadership (Principal)</b>					
	▪ The principal owns and disseminates the school vision				✓	
	▪ The principal performs his duties well				✓	
	▪ The principal gets to know the staff she leads				✓	
	▪ The principal knows her students				✓	
	▪ The principal exercises good leadership					✓
	▪ The principal places quality as a top priority				✓	
	<i>Values</i>					
	▪ A clear and understandable school mission				✓	
	▪ Policies that provide equal opportunities to staff, teachers and students				✓	
	▪ Teachers, staff and students understand the ethos of their school			✓		
	▪ Strong responsibility for school needs				✓	
<b>2.</b>	<b>Staff and teachers (behavior and motivation)</b>					
	▪ Responsible and knowledgeable				✓	
	▪ Attention to students				✓	
	▪ Responsible for the quality of education				✓	
	▪ Satisfied with the work done				✓	
	▪ Feeling good when teaching			✓		
	<i>Work team</i>					
	▪ Responsible for the team				✓	
	▪ Trained and skilled				✓	
	▪ Have teamwork skills				✓	
	▪ Help improve the quality of education				✓	
	▪ Good work practices				✓	
	▪ Consultation on existing policies			✓		
	<i>Staff development</i>					
	▪ The school is committed to the staff			✓		
	▪ Staff development part of institutional priorities			✓		
	▪ Staff capacity building includes all staff and teachers				✓	
	▪ Getting enough resources				✓	
	▪ Affirming the needs of education institutions				✓	
	<i>Teacher facilities</i>					
	▪ A usable workspace			✓		

	<ul style="list-style-type: none"> <li>▪ Adequate teaching equipment and facilities</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Opportunities for professional discussion and debate</li> </ul>			✓		
<b>3.</b>	<b>Organizational (Strategic planning)</b>					
	<ul style="list-style-type: none"> <li>▪ The school has clear goals and objectives</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ All Staff are aware of the direction of the educational institution</li> </ul>			✓		
	<ul style="list-style-type: none"> <li>▪ Educational institutions have written plans and strategies</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Planning and identifying staff to contribute to success</li> </ul>				✓	
	<i>Education institution culture</i>					
	<ul style="list-style-type: none"> <li>▪ Simple and clear institutional structure</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Positive change as part of school culture</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Strong responsibility for evaluation and review of school program policies</li> </ul>				✓	
<b>4.</b>	<b>Effective Learning in Schools</b>					
	<ul style="list-style-type: none"> <li>▪ Precision in the use of learning methods</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Engaging learning strategies and objectives</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Learning and teaching schemes that suit students</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Student-centered learning</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Rapid reaction to the development of new programs at the School</li> </ul>					✓
	<ul style="list-style-type: none"> <li>▪ Clear delivery of school programs to parents</li> </ul>				✓	
<b>5.</b>	<b>Students</b>					
	<i>Student needs</i>					
	<ul style="list-style-type: none"> <li>▪ Clear signboards and announcements are posted throughout the school.</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Clean and odorless toilets</li> </ul>			✓		
	<ul style="list-style-type: none"> <li>▪ Staff/teachers are communicative with students</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Good academic services for students</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Recreation/play and sports facilities available</li> </ul>					✓
<b>6.</b>	<b>Standards</b>					
	<i>Main</i>					
	<ul style="list-style-type: none"> <li>▪ Satisfactory exam results and student success</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ High rate of progress</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Effective use of resources</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Effective control of funds</li> </ul>				✓	
	<i>Secondary</i>					
	<ul style="list-style-type: none"> <li>▪ Quiet atmosphere for learning</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Student welfare is a priority</li> </ul>			✓		

	<ul style="list-style-type: none"> <li>▪ Friendly and child-friendly environment</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Responsibility for students with all character differences</li> </ul>				✓	
<b>7.</b>	<b>Relationship with students and parents</b>					
	<ul style="list-style-type: none"> <li>▪ Good admission of new students from the school</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Instructions and guidance are always readily available from the school.</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Clear signage and announcements are posted throughout the school.</li> </ul>				✓	
<b>8.</b>	<b>Services for students and parents</b>					
	<ul style="list-style-type: none"> <li>▪ Readily available information and guidance services</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Proper entrance guidance for prospective students</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Readily available student counseling</li> </ul>				✓	
	<i>Resources in the learning process</i>					
	<ul style="list-style-type: none"> <li>▪ Adequate library</li> </ul>			✓		
	<ul style="list-style-type: none"> <li>▪ Good computer facilities</li> </ul>			✓		
	<i>Public facilities</i>					
	<ul style="list-style-type: none"> <li>▪ Ready and good canteen facilities</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Adequate sports facilities</li> </ul>				✓	
<b>9.</b>	<b>Physical environment and resources</b>					
	<i>Buildings, classrooms, and workshop rooms</i>					
	<ul style="list-style-type: none"> <li>▪ Clean and attractive</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Designed in accordance with the school's objectives to help the teaching and learning process</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Supportive learning environment for learners is well planned and organized.</li> </ul>				✓	
	<i>Health and safety</i>					
	<ul style="list-style-type: none"> <li>▪ Students are protected from all forms of accidents</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Well-supervised health and safety policy</li> </ul>			✓		
<b>10.</b>	<b>External Relations</b>					
	<i>Institutional marketing</i>					
	<ul style="list-style-type: none"> <li>▪ Attractive marketing strategies to find new students</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Seeking positive customer perspectives (students and parents)</li> </ul>			✓		
	<i>Education community</i>					
	<ul style="list-style-type: none"> <li>▪ Good relationships with relevant education communities (other schools)</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>▪ Strong relationships with education partners</li> </ul>				✓	

**The values in the table can be read:**

Score 1 = Very Poor

Score 2 = Poor

Score 3 = Medium/Low

Score 4 = Good

Score 5 = Very Good

This table reflects the conclusions of the findings revealed in the research. Observations and interviews with the Principal enabled the author to gain in-depth insight into the HRM practices that have been implemented at SMP 1 Kalikotes, Klaten. As well as its impact on the quality of education, the data obtained through observation and interview methods, provide a strong basis for how HR management can play a role in improving the quality of education. The Principal's leadership at SMP 1 Kalikotes, Klaten, is considered quite good in various aspects of the implementation of his duties. He is able to effectively lead and manage his subordinates, thus creating harmonious cooperation in the school environment. Her ability to get to know the staff and students creates a more personalized and caring climate in the school.

The principal is also able to carry out the vision and mission of the school with consistency, so that all activities and policies in the school are in accordance with the direction that has been set. Her commitment to maintaining the quality of the school reflects her high attention to the quality of education provided. With effective leadership and strong commitment, the principal at SMP 1 Kalikotes, Klaten, is able to make a positive contribution to the development of the school and the improvement of the quality of education, which in turn will provide great benefits for students. Staff performance development at SMP 1 Kalikotes, Klaten, has been assessed quite well, reflecting the school's positive efforts in improving the competencies and skills of staff and teachers.

However, unfortunately, these efforts have not had a significant impact on improving the quality of staff and teacher performance in this school. One of the constraining factors is the limited facilities available to staff and teachers. This condition can affect the ability to deliver quality teaching and provide better services to students. Adequate facilities are essential to create an effective learning environment.

The lack of collaboration with external parties, such as other schools and authorities, may also limit opportunities for the exchange of knowledge and experience, which in turn may hinder the development of staff and teacher performance. To address these issues, improvements to school facilities and further efforts in strengthening collaboration with external parties are needed. Thus, staff and teacher performance development can become more effective and the quality of education



at SMP 1 Kalikotes, Klaten, can improve significantly. The relationship between the school, students and parents can be considered as one of the main pillars of educational success.

In this school, the relationship is considered to be very good because the school has ensured that the service provided starts from the first time the student enrolls. The school's prompt response, especially in response to queries, gave parents and prospective students a positive impression. The school also provides clear guidance on enrollment procedures, important announcements, and useful guides for students and parents. This gives parents confidence that the school is caring and transparent in conducting all administrative matters.

The school also provides good services in terms of providing guidance and counseling to students. The school not only cares for students' academic development, but also supports emotional and social growth. Information is always available and easily accessible, so parents and students feel supported in their educational journey at this school. The good relationship between the school, students and parents creates a supportive, transparent and caring educational environment for individual needs, which ultimately contributes to the educational success of students in this school.

The provision of facilities and infrastructure at SMP 1 Kalikotes, Klaten, such as library facilities, canteens, buildings, sports facilities, rooms, and security facilities, is considered quite good by school stakeholders. This can continue to be improved in the future regarding the facilities and infrastructure in the school. Library facilities may be limited in book collections and learning support resources.

To improve the quality of education at SMP 1 Kalikotes, it is necessary to conduct an in-depth evaluation of the school's facilities and infrastructure. It may be necessary to invest in facility improvements and resource expansion to make the learning environment more conducive and effective. This will have a positive impact on students' learning satisfaction levels and educational outcomes at the school. The organizational culture and work culture at SMP 1 Kalikotes are key to the school's success. The staff and teachers at SMP 1 Kalikotes have an extraordinary commitment to improving the students. Teachers do not simply carry out their duties as teachers, but also act as mentors and guides for each student, guiding them in achieving outstanding achievements.

The achievements of students at SMP 1 Kalikotes are clear evidence of the commitment of teachers and staff to provide quality education. Academically, the school's students achieve very well in various subjects, with average grades that are always above average. The students are also very active in various non-academic activities, such as arts, sports and other extracurricular activities. This reflects the holistic approach to education at SMP 1 Kalikotes, which not only emphasizes academic achievement, but also the development of students' character and potential in various fields.

SMP 1 Kalikotes students have also proven themselves in competitions outside of school. The school has achieved many achievements in various fields of competition, such as sports, arts and science. This shows that a strong organizational culture and a high spirit of teamwork among students and teachers have created an environment that supports the development of students' talents and abilities outside the classroom. SMP 1 Kalikotes can be considered a successful example of creating an organizational culture and work culture that supports student growth and achievement. Not only does it provide quality education, but it also encourages students to become individuals who are competitive, committed to achievement, and contribute positively to society. Top of Form

## **CONCLUSIONS**

Based on the research findings that we have discussed previously, we can conclude that the implementation of teacher human resource management at SMP 1 Kalikotes Klaten has been running very well, especially in terms of training and development programs for PAI teachers. Our research revealed that this school has effectively managed and improved the competencies of its teachers through various training and development initiatives implemented. Our results show that SMP 1 Kalikotes Klaten has made significant efforts in teacher training, both through internal and external training. The teaching module creation program and the implementation of the independent curriculum are well designed and suited to the needs of teachers, helping to improve skills and knowledge in the teaching process. In addition, the school has also successfully created a supportive environment for PAI teachers' professional development, including providing opportunities for collaboration and knowledge sharing among teachers.

Teacher human resource management at SMP 1 Kalikotes Klaten also has effective performance evaluation procedures, which help in identifying areas for improvement and providing constructive feedback to PAI teachers. This contributes positively to teachers' growth and development. The implementation of teacher human resource management at SMP 1 Kalikotes Klaten, especially in terms of training and human resource development programs for PAI teachers, has been successfully implemented. One of the key factors in this success is the direct role shown by the school principal.

The principal of SMP 1 Kalikotes Klaten has been a shining example in her efforts to implement human resource management for PAI teachers. She not only talks the talk, but is also actively involved in supervising and facilitating the training and development programs of teachers at the school. In her role as a leader, the principal has prioritized the coaching and development of teaching staff as one of the main focuses. This principal not only supports the teacher training

program but also regularly provides direction, feedback and support to the teaching staff. She often collaborates with teachers in identifying training needs, organizing workshops and facilitating professional development activities.

With this direct involvement, the principal creates a culture in the school that encourages PAI teachers to always improve themselves. As a result of the principal's direct role in teacher human resource management, training and development programs at SMP 1 Kalikotes Klaten have become more integrated, sustainable and relevant to the latest educational developments. This strong leadership has been a catalyst (change) for improving the quality of teaching in the school and has had a positive impact on student achievement. This success has made the principal a role model who motivates the entire school community to commit to the implementation of effective teacher human resource management.

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