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HUMAN RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTIONS: CONCEPTS AND ITS URGENCY

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Abstract

Human resource management (HRM) plays a strategic role in determining the success of educational institutions since educational quality is highly influenced by the performance and competence of teachers and educational staff. This article aims to analyze the concept, implementation, and urgency of human resource management in improving educational quality, particularly in Islamic educational institutions. The study employs a qualitative approach through a literature review of relevant national and international sources. The results reveal that HRM in education functions not only administratively but also encompasses professional and spiritual dimensions. Its implementation includes workforce planning, competency-based recruitment, continuous training, objective performance appraisal, and fair reward systems. In the context of Islamic education, HRM should be grounded in the values of sincerity, trustworthiness, responsibility, and cooperation (*ta'awun*). Current challenges in HRM involve teachers' readiness for the digital era, inadequate welfare, and weak career development systems. This study concludes that strengthening HRM through professionalism, welfare, and work spirituality is crucial in building excellent and character-based educational institutions. An effective and value-oriented HRM system can produce competent, loyal, and highly ethical educators, which in turn contributes significantly to the enhancement of national education quality.

Keywords: Human resource management, Islamic education, education quality, professionalism, work spirituality.

Abstrak

Manajemen sumber daya manusia (MSDM) memiliki peran strategis dalam menentukan keberhasilan lembaga pendidikan, karena kualitas pendidikan sangat dipengaruhi oleh kinerja dan kompetensi tenaga pendidik serta tenaga kependidikan. Artikel ini bertujuan untuk menganalisis konsep, implementasi, dan urgensi manajemen sumber daya manusia dalam meningkatkan mutu pendidikan, khususnya pada lembaga pendidikan Islam. Penelitian menggunakan pendekatan kualitatif dengan metode studi kepustakaan terhadap berbagai buku dan jurnal nasional maupun internasional yang relevan

Hasil kajian menunjukkan bahwa MSDM dalam pendidikan tidak hanya berfungsi secara administratif, tetapi juga mencakup dimensi profesional dan spiritual. Implementasi MSDM mencakup perencanaan tenaga kerja, rekrutmen berbasis kompetensi, pelatihan berkelanjutan, penilaian kinerja objektif, dan pemberian penghargaan yang adil. Dalam konteks pendidikan Islam, MSDM harus berlandaskan nilai-nilai keikhlasan, amanah, tanggung jawab, dan kerja sama (*ta'awun*). Tantangan utama MSDM saat ini terletak pada kesiapan tenaga pendidik menghadapi era digital, rendahnya kesejahteraan, serta lemahnya sistem pengembangan karier. Artikel ini menyimpulkan bahwa penguatan MSDM melalui profesionalitas, kesejahteraan, dan spiritualitas kerja menjadi kunci dalam membangun lembaga pendidikan yang unggul dan berkarakter. MSDM yang efektif dan berbasis nilai mampu menghasilkan tenaga pendidik yang kompeten, loyal, serta berintegritas tinggi, sehingga berdampak signifikan terhadap peningkatan mutu pendidikan nasional.
Kata Kunci: Manajemen sumber daya manusia, pendidikan Islam, mutu pendidikan, profesionalitas, spiritualitas kerja.

A. INTRODUCTION

Education is the main pillar in the development of a nation's civilization as well as a strategic means to improve the quality of human resources (HR). The era of globalization and the 4.0 industrial revolution, which is now transitioning towards society 5.0, demands educational institutions to continually adapt to rapid changes in technology, policies, and 21st-century competency needs. Educational institutions are expected not only to produce graduates who are intellectually excellent but also to have character, morality, and digital skills relevant to the times. To achieve these objectives, a planned and professional management system is needed, with one of its most important elements being human resource management (HRM).

The presence of human resources serves as the main driving force for all activities in educational organizations. Educators, educational staff, and leadership elements play a direct role in shaping the quality of educational processes and outcomes. Suwatno states that human resources are the most dominant element in an organization because they act as planners, actors, as well as controllers of the direction of goal achievement (Suwatno 2011). This view is reinforced by Ramaditya (2023) which emphasizes that the sustainability of educational institutions in an era of change heavily depends on the management's ability to design HR strategies that are adaptive to social and technological dynamics. The success of educational institutions is determined not only by policies or facilities but also by the extent to which educators and education staff are managed effectively, collaboratively, and with a quality-oriented approach.

The reality of education in Indonesia shows that human resource management still faces various fundamental issues. Many educational institutions have not been able to implement HRM principles effectively and sustainably. The recruitment process for teaching and educational staff is often conducted without a clear needs analysis, while training and continuous professional development remain limited. On the other hand, the performance evaluation system has not

yet been fully based on objective and measurable indicators (Winarti 2018). This condition directly affects the low motivation, productivity, and performance of teachers, making it difficult for the quality of learning to improve significantly. Some institutions have even experienced stagnation in development. Ekawati (2019) emphasizes that weaknesses in the human resource management system are one of the main causes of the hindered improvement of education quality, because educators do not receive development, evaluation, and recognition that are commensurate with their performance.

The advancement of information technology also brings new challenges to the education sector. Digital transformation requires educators to have technological literacy, pedagogical creativity, and adaptive skills in using digital devices as learning tools. Unfortunately, many educational institutions do not yet have human resource development strategies that align with the demands of the digital age. The technology competence gap (digital gap) among educators has become a fairly significant problem. Cachón Rodríguez (2022) emphasizing that sustainable HR management can create loyalty, retention, and organizational social capital—important values that educational institutions also need so that educators have a sense of responsibility and high commitment to their work.

The concept of human resource management is essentially not only focused on administrative aspects, but also strategic and long-term oriented. Hasibuan (2003) explains that HRM includes planning, recruitment, development, evaluation, and compensation functions that are carried out systematically to achieve organizational goals. In educational institutions, these functions encompass workforce needs analysis, competency-based selection, continuous training, objective performance evaluation, and fair rewards. The consistent application of HRM functions will produce competent, loyal, and professional educators, who ultimately contribute to improving the quality of education.

International empirical studies also reinforce the urgency of implementing effective HRM. Hoque and Atheef (2024) Through its systematic review, it was found that eight key HRM practices—planning, recruitment, training, performance management, compensation, labor relations, workplace safety, and work-life balance—have a significant impact on school performance as well as student learning outcomes. This study confirms that educational institutions that implement HRM well tend to have more productive, innovative educators who are focused on improving student learning outcomes.

Specifically in Islamic educational institutions, human resource management has its own characteristics because it contains spiritual and moral values. Teachers and educational staff not only function as implementers of educational policies but also serve as moral exemplars (uswah hasanah) for students (Akilah 2018). Therefore, human resource management in Islamic educational institutions must integrate the values of sincerity, responsibility, and moral character in every aspect of its administration. The synergy between

professionalism and spirituality is key to creating a work culture that is based on integrity, collaboration, and oriented towards quality education with character.

Departing from these various challenges, it can be asserted that human resource management is the heart of the success of educational institutions. Professional, planned, and sustainable HR management becomes an important foundation for creating an effective and competitive education system. The success of an educational institution is not only determined by facilities and policies, but also by the extent to which its human resources are managed with a humanistic and competency-based approach. Therefore, this study seeks to provide a deep understanding of the concept and urgency of human resource management in educational institutions, especially in the context of Islamic education, as a strategic step to realize superior, adaptive, and character-driven educational institutions.

B. RESEARCH METHOD

This study uses a qualitative approach with a type of library research. This approach was chosen because the main objective of the research is not to collect empirical data in the field, but to review, identify, and interpret the concepts and importance of human resource management (HRM) in the context of educational institutions through credible scientific sources.

The research data were obtained from various literature sources, including academic books, reputable journal articles (indexed in Scopus and SINTA), previous research results, as well as other scientific documents relevant to the study topic. The selection of literature sources was carried out selectively by considering relevance, currency, and scientific validity. In this way, the data obtained can provide a theoretical and empirical perspective on the implementation of human resource management in educational institutions, both in a general context and within Islamic educational settings.

Data collection was conducted through documentation and literature review. Each source was read thoroughly, key points were noted, and then classified based on main themes, such as basic HRM concepts, HRM functions, and the urgency of its implementation in improving the quality of education. The collected data were then analyzed using content analysis techniques. Through this method, the researcher interpreted the meaning contained in scientific texts to identify patterns, relationships, and main ideas that support the research arguments.

The validity of the data in this study is maintained through source triangulation and consistency of interpretation across literature. The researcher compares the opinions of various experts as well as the results of previous studies to obtain a comprehensive and objective picture. This approach is in line with the view Zed (2014) which emphasizes that literature research is not just about collecting references, but also requires analytical and conceptual synthesis skills to produce meaningful new understanding.

C. RESULTS AND DISCUSSION

1. Basic Concepts of Human Resource Management

Human resource management (HRM) is a fundamental aspect of managing educational institutions because it is directly related to the success of carrying out educational functions. HRM not only focuses on administrative processes such as recruitment and evaluation but also includes the comprehensive development of human potential. Mercer, Barker, dan Bird (2010) In his book Human Resource Management in Education: Contexts, Themes and Impact, he emphasizes that managing educational personnel requires a strategic approach that integrates organizational policies, personal motivation, and the social needs of educational institutions.

According to Steyn and Niekerk (2020), Human resource management in education is a system oriented towards improving the quality of the workforce through training, coaching, and continuous evaluation. This approach aims for teachers and educational staff to have pedagogical, social, professional, and personal competencies that meet national education standards.(Steyn and van Niekerk 2020) On the other hand, Fauzan Adhim (2021) adding that in Islamic educational institutions, HRM not only emphasizes professional competence, but must also foster spiritual and moral dimensions as part of the character development of educators. (Adhim 2021)

The concept of HRM in modern education is also rooted in the principles of human capital management, which is the view that human resources are not merely assets, but a long-term investment for educational institutions.(Jumadi et al. 2023) Thus, every individual in the institution should be seen as a partner in educational development, not just a worker. The implementation of human-centered HRM is in line with the view Ilhamsyah (2022) which emphasizes that Islam-based human resource management must make the values of sincerity, trustworthiness, and responsibility the main working principles.

2. Implementation of Human Resource Management in Educational Institutions

The implementation of HRM in educational institutions encompasses a range of functions, from workforce planning, recruitment, training, performance evaluation, to compensation. Jaja Jahari (2018) explaining that good HR planning starts with analyzing the needs for teaching and educational staff, taking into account the number of students, areas of expertise, and the institution's strategic goals. Proper planning will minimize imbalances between teacher qualifications and the institution's needs.(Jahari 2018)

The recruitment process in educational institutions must be carried out in an objective, transparent, and competency-based manner. Steyn and Niekerk (2020) emphasizes that a professional recruitment system can improve the quality of educators while also strengthening the institution's image.(Steyn and van Niekerk 2020) In the context of Islamic education, Fauzan Adhim (2021)

emphasizing that the selection process for educators must take into account moral and spiritual values, so that the chosen educators not only have academic expertise but are also committed to Islamic values.(Adhim 2021)

After recruitment, the next stage is training and development. Abdinoor and Chui (2024) stating that educational institutions that implement needs-based training are able to significantly enhance teacher professionalism. This training can take the form of workshops, in-house training, or further studies to deepen their field of expertise.(Abdinoor and Chui 2024) Mercer (2010) adding that an effective training program must be followed by an evaluation system that assesses the extent to which the new competencies acquired by teachers are applied in learning activities.(Mercer, Barker, and Bird 2010)

Teacher performance assessment needs to be conducted objectively and continuously. Pusvitasari (2021) It is recommended that performance-based evaluations be supported by clear instruments, such as indicators of learning quality, discipline, innovation, and contributions to institutional development.(Puspita Sari and Musringudin 2022) The assessment results are then used as a basis for granting rewards or career advancement. This approach aligns with Galorio's (2024) view that a fair and transparent evaluation system will enhance work motivation, loyalty, and teachers' commitment to the organization. (Galorio et al. 2024).

3. HRM Challenges in the Digital and Globalization Era

The digital era demands educational institutions to undergo a transformation in human resource management systems. The use of information technology has shifted the management paradigm from conventional to digital. Tran dan Kelley (2024) emphasizes that technology-based HRM systems enable administrative efficiency, increased transparency, and improved communication among employees. However, the greatest challenge lies in the readiness of human resources to adapt to new technology (Tran and Kelley 2024).

Galorio (2024) It was found that many educators still face difficulties in integrating technology into the learning process. A lack of digital literacy training and technological infrastructure are the main obstacles. Therefore, educational institutions must develop a systematic digital training strategy so that educators can quickly adapt to the changes of the times.(Galorio et al. 2024)

In addition to digital challenges, globalization requires educators to have cross-cultural competencies and international communication skills. Jahari (2018) emphasizing the importance of teachers having a global perspective in order to educate students who are ready to compete internationally without losing their national identity.(Jahari 2018) On the other hand, Fauzan Adhim (2021) It should be noted that in Islamic education, adaptation to globalization must be accompanied by the strengthening of faith and moral values to avoid falling into a materialistic orientation.(Adhim 2021)

Welfare also becomes an important issue in educational HRM. Abdinoor and Chui (2024) It emphasizes that teacher motivation and productivity greatly depend on a fair compensation system. When financial and non-financial rewards are given proportionally, educators will be more loyal and committed to the institution.(Abdinoor and Chui 2024) This principle is in line with the view Ilhamsyah (2022) that appreciation from an Islamic perspective is not solely material, but also involves moral and spiritual recognition of the dedication of educators.(Ilhamsyah 2022)

4. Human Resource Development Strategy Towards a Quality Educational Institution

HRD strengthening strategies must be oriented towards the simultaneous development of individual and institutional capacity. Steyn and van Niekerk (2020) stating that a quality educational institution is characterized by the existence of a human resource management system that is integrated between planning, implementation, evaluation, and follow-up of career development. This system can be realized through the application of an Integrated Human Resource Management System (IHRMS) that combines personnel data, evaluation results, and training needs digitally.

Fauzan Adhim (2021) adding that the strengthening of HRM in Islamic educational institutions must be based on the values of work spirituality, such as sincerity, responsibility, and trustworthiness. These values need to be internalized through regular training activities, religious study sessions, and capacity building that foster an Islamic work ethic. Meanwhile, Mercer (2010) emphasizes the importance of transformational leadership in driving organizational culture change so that educators are encouraged to innovate and collaborate.

Jaja Jahari (2018) suggesting that educational institutions become learning organizations, that is, organizations that continuously learn from experiences and changes in the environment. This concept is relevant to the opinion Rizal Ilhamsyah (2022) which emphasizes that Islamic-based educational institutions must make learning a work culture, not just a formal activity. When every individual in the organization is committed to learning and self-improvement, the quality of education will improve continuously.

5. The Implications of HRM on the Quality of Islamic Education

Human resource management has a direct impact on the quality of Islamic education. The success of Islamic educational institutions is largely determined by how well educators understand the spiritual values in their work. HRM oriented toward professionalism without an emphasis on spirituality will produce educators who are intellectually smart but lacking in character (Adhim 2021).

Pusvitasari (2021) emphasizes that the quality of education is not only measured by academic achievement, but also by the quality of relationships between teachers and students, organizational culture, and the integrity of the

institution. Therefore, the management of human resources in a humane, fair, and character-building-oriented manner becomes the key to the success of Islamic educational institutions. Educational Human Resource Management Book by Betti Nuraini (2022) adding that the balance between administrative management and strengthening teachers' character will shape a healthy and sustainable education ecosystem (Nuraini, Sardiyo, and Aprianto 2022).

In addition, Mercer (2010) dan Steyn & Niekerk (2020) emphasizes that effective HRM will encourage the creation of participative leadership, where the principal acts as a facilitator for the professional development of teachers. This participative approach fosters a sense of belonging among educators, which in turn has a positive impact on improving the quality of learning.

D. CONCLUSION

Human resource management (HRM) is the main foundation in improving the quality of educational institutions, both general and Islamic. All educational management functions, from planning, implementation, to evaluation, depend on the quality of educators and educational staff as the main agents of change. Therefore, the success of an educational institution in achieving its strategic goals is largely determined by the extent to which human resource management is carried out professionally, purposefully, and sustainably.

The study results indicate that the concept of HRM in educational institutions must be understood holistically, encompassing administrative, professional, and spiritual dimensions. The administrative approach ensures the existence of orderly work systems and procedures; the professional approach guarantees the enhancement of competence and performance; while the spiritual approach shapes character, sincerity, and the moral responsibility of educators. The integration of these three aspects makes HRM not merely a technical tool, but part of the process of developing outstanding and virtuous individuals.

The implementation of HRM in education should ideally be carried out through systematic stages: workforce planning, competency-based recruitment, continuous training, objective performance evaluation, as well as fair rewards and welfare. Each of these stages has a direct contribution to improving the quality of education. Good planning produces educators according to needs; selective recruitment ensures personal quality; continuous training strengthens competence; while a transparent reward system fosters loyalty and work motivation.

However, educational institutions in Indonesia still face various challenges. Some of these include a weak recruitment system, limited professional training, low welfare of educators, and suboptimal utilization of digital technology in HR management. These challenges require policy innovations that can adapt to social, economic, and technological changes. The digital era demands an IT-based HRM system, such as an Integrated Human Resource Management System (IHRMS), so

that the processes of administration, supervision, and HR development can be carried out more efficiently, transparently, and accountably.

In addition, strengthening the spiritual dimension is a hallmark of HRM in Islamic education. Islamic values such as sincerity, trustworthiness, responsibility, and cooperation (ta'awun) must be internalized in every policy and managerial practice. Teachers in the context of Islamic education are not only responsible for transferring knowledge but also serve as moral role models and agents in shaping students' character. Therefore, human resource development in Islamic educational institutions must balance professional achievement with the cultivation of spiritual values.

The strategy for strengthening HRM needs to be directed towards the development of a learning organization, which is an educational institution that has a culture of continuous learning and innovation. School principals and institutional leaders must act as transformational leaders who are able to inspire, guide, and empower educators. Collaboration between institutional management, educators, the government, and the community is key in creating an adaptive and sustainable HRM system.

The implications of this study emphasize that effective and value-based HRM will produce educators who are competent, loyal, and of high integrity. Educators who have a balance of intellectual, emotional, and spiritual intelligence will be able to realize a quality learning process while also shaping students who have character. In a broader context, good human resource management also contributes to the development of a positive, efficient, and competitive organizational culture.

Thus, it can be concluded that human resource management is not just a part of educational administration, but the core of the entire education system. Educational institutions that aim to excel and be sustainable must prioritize HRM as a strategic focus. Efforts to strengthen the capacity of educators, improve welfare, and foster spiritual character development constitute long-term investments that determine the success of national education.

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