

The Role of Human Resource Management Strategy in Creating Superior Quality Educators

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Received: 28-04-2024

Revised: 22-10-2024

Accepted: 07-11-2024

Article Info

Keywords:

HR Management;
Quality Education;
Professional Development;
Systematic Literature
Review (SLR).

Kata Kunci

Manajemen SDM;
Pendidikan Berkualitas;
Pengembangan Profesional;
Tinjauan Literatur Sistematis
(SLR).

Abstract

This research is motivated by the urgent need for schools to have competent and superior human resources (HR) to support the success of education. HR management is strategically related to individuals' contribution to achieving academic goals. The quality of human resources in schools is essential in determining the quality of education and achieving national standards. This research aims to understand the role of human resource management in creating superior human resources in schools. The method used is a Systematic Literature Review (SLR) to analyze 30 nationally accredited articles from Google Scholar. SLR was chosen because it can provide a comprehensive picture and synthesize various relevant research results, resulting in more valid and reliable conclusions. The study results show that human resource management is central to creating quality education personnel through administrative management and teacher recruitment and selection, professional development, performance evaluation, welfare, fair compensation, school culture development, and conflict management. All of these aspects support each other in building superior human resources, ultimately improving the quality of education. This study contributes significantly to understanding the importance of HR management in the educational environment. It offers best practices that schools can apply to improve the quality of education personnel.

Penelitian ini dilatarbelakangi oleh kebutuhan mendesak sekolah untuk memiliki sumber daya manusia (SDM) yang kompeten dan unggul guna menunjang keberhasilan pendidikan. Pengelolaan SDM berperan strategis karena terkait dengan kontribusi individu dalam mencapai tujuan pendidikan. Kualitas SDM di sekolah menjadi faktor utama dalam menentukan mutu pendidikan dan pencapaian standar nasional. Penelitian ini bertujuan memahami peran manajemen SDM dalam menciptakan SDM unggul di sekolah. Metode yang digunakan adalah a Systematic Literature Review (SLR) untuk menganalisis 30 artikel nasional terakreditasi dari Google Scholar. SLR dipilih karena mampu memberikan gambaran komprehensif dan menyintesis berbagai hasil penelitian yang relevan, menghasilkan kesimpulan yang lebih valid dan terpercaya. Hasil penelitian menunjukkan bahwa manajemen SDM berperan sentral dalam menciptakan tenaga kependidikan yang berkualitas, tidak hanya melalui pengelolaan administratif, tetapi juga melalui rekrutmen dan seleksi guru, pengembangan profesional, evaluasi kinerja, kesejahteraan, kompensasi yang adil, pengembangan budaya sekolah, dan manajemen konflik. Semua aspek ini saling mendukung dalam membangun SDM unggul yang pada akhirnya meningkatkan kualitas pendidikan. Penelitian ini memberikan kontribusi signifikan terhadap pemahaman pentingnya manajemen SDM di lingkungan pendidikan serta menawarkan praktik-praktik terbaik yang dapat diterapkan oleh sekolah untuk meningkatkan kualitas tenaga pendidik.

INTRODUCTION

Human resource management (HR) is one of the critical elements in the success of organizations, including in the education sector. Quality human resources are significant at all levels of management, especially in education management, which plays a role in dynamizing schools or madrasas (M. R. Azizi, Atlasi, Ziapour, Abbas, & Naemi, 2021; B, Kardini, Elshifa, Adiawaty, & Wijayanti, 2023; Jumadi, 2023a). The ability of management to maximize the potential of human resources greatly determines whether an educational institution can achieve its goal of providing superior education (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022). In the era of globalization, the rapid development of technology, information, and knowledge requires schools to always be relevant and adaptive to change without losing their identity (Budiarti & Adar, 2023; Fathullah, Ulfiah, Mulyanto, Gaffar, & Khori, 2023; Wahyuningtyas, 2021).

Indonesia's education system faces significant challenges in improving its quality to compete globally. One essential element that must be considered is quality human resources from educators, education personnel, and policymakers. (Masrur, 2023) Superior educational human resources are essential in improving teaching and learning quality and creating a conducive learning atmosphere relevant to real-world needs. Therefore, the quality of educational human resources must be improved to adapt to changing times and implement relevant innovations in the learning process. (Jami & Muharam, 2022)

Previous research has revealed the critical role of human resources in creating superior education (Danial, Dewi, & Kafrawi, 2021; Haq & Roesminingsih, 2024; Wahyuningtyas, 2021). Good human resource management will improve school management, allowing educational institutions to adapt to global changes (Rosidah., 2003). It also states that adequate human resource management will create a qualified, loyal, and high-achieving workforce urgently needed to support the school's vision and mission. Moreover (Basari, Sebgag, Noval, Mudrikah, & Mulyanto, 2023; Haidar, Hasanah, & Ma`arif, 2022; Stofkova & Sukalova, 2020) emphasizes that to achieve the goals of the school's organization, each individual must make a significant contribution. This means that the quality of human resources in schools needs to be continuously improved through good management, which involves effective planning, organizing, directing, and supervision ((Ministry of Education and Culture, 1999). School principals play a central role in managing human resources, so they need to have a good understanding of personnel management (Huda & Rokhman, 2021; Mohzana, Masita, Adnan, Murcahyanto, & Kulsum, 2023; Pestalozzi, Prananosa, Erwandi, Putra, & Marianita, 2023)

Although human resources are vital in creating superior education, several weaknesses still hinder this achievement. One of the main weaknesses is the inequality in the quality of education between urban and rural areas. Remote areas often lack qualified teachers and limited access to training and further education for educators (Amirudin, Supiana, Zaqiah, & Rohimah, 2024; K. Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023; Jumadi, 2023b). This condition puts the quality of education in remote areas far behind that of urban areas. In addition, the ability of educational human resources to adapt to technology is also a challenge. Learning technology is critical in this digital era, but not all educators can use it optimally. Low digital literacy is one inhibiting factor in creating education relevant to the demands of the times (Kardi, Basri, Suhartini, & Meliani, 2023; Kartiko, Wibowo, Gobel, Wijayanto, & Saputra, 2023; Septiadi, 2019).

Technology can be an effective tool to expand access to education and create a more inclusive learning atmosphere. Innovation in learning methods is still challenging for most

educational human resources in Indonesia (Samsur, Chotib, Saihan, & Rofi'i, 2024). Many teachers still use conventional learning methods less relevant to real-world needs, so students are not gaining the skills necessary to compete in the global labor market. The collaboration between the world of education and industry has also not been fully established, so students do not get practical experience relevant to the world of work (Masrur, 2023).

RESEARCH METHODS

The research Method used in this article is a Systematic Literature Review (SLR). A Systematic Literature Review (SLR) is a model study that aims to identify, evaluate, and synthesize all available research evidence on a particular topic. Systematically and transparently (Ediyanto, 2016). The object of this research is information systems. Human resources create superior education as the object of research for several reasons: 1. There is a change in the application of human resources in superior quality education. 2. Human resource development can be done in various ways to achieve superior education. 3. Acceleration of Human Resources, which has various methods. Research Questions are made based on the needs of the chosen topic.

The following is the research question in this study: RQ1. What is human resources' most frequently used role in creating superior-quality educators from 2019–2023? RQ2. What is the method used to complete the HR strategy? RQ3. What are the weaknesses of the method used to complete the role of human resources who have not finished creating superior quality education? The search process obtains relevant sources to answer Research Questions (RQ) and related references.

The search process uses a search engine (Google Chrome) with a site address <http://garuda.ristekdikti.go.id/> for primary data and <https://www.Scholar.google.com> for secondary data. Inclusion and Exclusion Criteria. This stage is carried out to decide whether the data found is suitable for SLR research. The study is worthy of selection if there are the following criteria: 1. Data used in the 2019–2023 time frame. 2. Data was obtained through the websites <http://garuda.ristekdikti.go.id/> and <https://www.Scholar.google.com>. 3. The data used is only related to the role of human resources in creating superior-quality education.

Quality Assessment. In SLR research, the data found will be evaluated based on the following quality assessment criteria questions: QA1. Are journal papers published in 2019–2023? Q2. Does the journal paper write about the role of human resources in creating superior-quality educators? Q3. Is the method used to create excellent educators explained in the journal paper? Primary data is information collected through surveys, interviews, and observations and adjusted to needs. This study's primary data were journals from <http://garuda.ristekdikti.go.id/> for several reasons: 1. Garuda Ristekdikti provides complete facilities. 2. The data found is easy to search because it has a range of years that can be adjusted to the needs of researchers. 3. The data displayed can be adjusted to the research needs. Secondary data complements primary data, especially if only abstracts are available in primary data, and secondary data is needed to complete it. Secondary data is obtained with the help of Google.

Data collection in this study was carried out through several stages: 1. Observation: Data collection through direct observation of the source, namely <http://garuda.ristekdikti.go.id/>. 2. Literature Study: The study of data related to the SLR method in journals obtained from <http://garuda.ristekdikti.go.id/>. 3. Documentation: The data that has been collected is stored in the Mendeley software. Data Analysis: At this stage, the data that has been collected is analyzed to

show: 1. The strategic role of human resources in creating superior educators from 2019–2023 (referring to RQ1). 2. Methods or approaches to overcoming unqualified human resources (referring to RQ2). 3. Weaknesses of various methods to create superior quality educators (refer to RQ3). Deviation from Protocol (Report Deviation): The results of this study include several changes, including 1. This study identifies a platform for creating superior quality educators in Indonesia and answering research questions. 2. Collecting journals to ensure quality and provide the required information. 3. Expand the description of the SLR method in this study.

Table 1. Analysis of the Results of the Study on Human Resource Management

Author/Year/Title /Journal	Method	Research Results
Eri Susan/ 2019/ Human Resource Management / Vol . 9 No. 2	This research includes a descriptive study with a qualitative approach.	Human resource management (HR) is supported by several elements, namely, entrepreneurs, employees, and leaders. Human Resource Management has the following functions: Planning, organizing, directing, controlling, procurement, development, compensation, integration, maintenance, discipline and termination of procurement, training, and development, providing compensation, and several things related to human resources (HR) that aim to create productive workers. Human resources determine the success or failure of a particular organization or institution.
Kadar Nurjaman, Ajam Mustajam, Syaifuddin, Yusniar Lubis, Yusuf Abadi/ 2021/ Improving Company Performance by Applying Strategic Human Resource Management Concepts in Facing Global Competition/ Vol.1 No.2 / Journal of Scientific Management.	This article on strategic human resource management uses a qualitative literature review approach.	This study investigates strategic human resource management (HRMS) primarily from a process perspective to improve organizational performance. First, five features are clarified by analyzing common features in the MSDMS definition. Second, an approach that investigates the relationship between HRM strategy, practices, and organizational performance is reviewed. This research also discusses how MSDMS contributes to improving organizational productivity and performance. Intervention factors and the cause-and-effect relationship between HRM practices and organizational performance are analyzed from two perspectives.
Binti Nasukah/ 2018/ The Urgency and Principles of the Implementation of the Strategic Human Resource	This study's data collection techniques are questionnaires and structured interviews.	Managing human beings as the most important resource in achieving the main goals of education; (2) Maintaining institutional accountability in the eyes of the public; and (3) Making human resources a competitive advantage for institutions.

<p>Management Approach in Educational Institutions/ Vol. 3 No. 1/ Tarbiyatuna Journal Iwan Supriyadi/ 2020/ The Role of Human Resource Management in Improving the Performance of Construction Companies / Vol. 16 No. 1 / Orbit</p>	<p>This study's data collection techniques are questionnaires and structured interviews. The approach used in this study is Qualitative supported by quantitative data</p>	<p>It can be seen that there is a very strong influence between HR management and company performance in field construction. This can be seen from the percentage of influence of HR management variables on company performance, which is more than 50%. Hence, HR management has a large share in improving company performance in the construction sector. As we know, construction still uses quite a lot of human labor in every implementation of its activities.</p>
<p>Hidayatus Sholihah / 2018/ Application of Human Resource Management At MAN Yogyakarta III/ Vol. 1 No. 1/ Al - Jurnal Fikri</p>	<p>Study This is a qualitative descriptive study with a case study of use.</p>	<p>Based on the discussion that has been carried out above, the following main conclusions can be formulated: 1. Human resource planning has referred to the vision of the madrasah. 2. The recruitment of competent teachers and staff has been effective. 3. The selection process for teachers and employees is carried out very strictly to obtain competent human resources. 4. Training and development of human resources is effective because it has been programmed and implemented regularly and continuously so that the motivation and performance of teachers/employees increase and successfully process bad input into good output</p>
<p>Erwan Jaya/ 2017/ Human Resource Management Smart Ekselensia Indonesia Education/ Vol. 17 No. 2/ Wallet Journal of Dhuafa Education</p>	<p>This study's type of research includes descriptive research with a qualitative approach. According to Arikunto (2003: 309) This research method is</p>	<p>The source of management for the implementation of educators and personnel education, in the form of managerial and functional operation functions, which includes planning, recruitment, selection, orientation, placement and assignment, compensation and welfare, empowerment, competence development, assessment, and connection work of disconnection that has been carried out is well regulated and standardized.</p> <p>To achieve this goal, all the resources owned, including human resources (personnel), must be</p>

<p>Basuki Jaka Purnama/ 2016/optimization of human resource management to improve School Quality / Vol. 12 No. 12/ Journal of Education Management</p>	<p>designed to be a frame of reference and guide for the research stages.</p>	<p>managed. One of the principal's roles is as a manager in the school, which has a very strategic role in determining the management mechanism or managing human resources, especially teachers and administrative staff.</p>
<p>Muhammad HF, Niki PS/ 2018/ Development of Human Resource Information System (HRIS) for Optimization of Human Resource Management in Higher Education/Vol. 3 No. 2/ Journal of Electrical Engineering Education</p>	<p>With this research method, it is hoped that the research process will be carried out in a directed and systematic manner. This research is a qualitative field research.</p>	<p>The HR information system supports personnel or personnel departments in improving their performance. The design and prototyping that was carried out still needed further adjustments and improvements before it could finally be implemented. The users involved in the design are still limited to personnel and leadership. For future research, user levels can be added. The features developed in the future must always keep up with the organization's development and regulations applicable within the Ministry of Research, Technology, and Higher Education.</p>
<p>Ahmad Jumadi/ 2023/ Human Resource Management in Improving the Quality of Education at Al Irsyad Al Islamiyyah Inclusion Elementary School Depok/ Vol. 2 No. 2/ Journal of Management and Education</p>	<p>This research method uses qualitative research, which is an approach that produces descriptive data in the form of speech, writing, and behavior that can be observed in the community itself.</p>	<p>The existing management system is not centered on the principal's courses but is assisted by several people appointed as team management. (1) The HR planning system is implemented by analyzing all activities or workloads. (2) Resignation and candidate selection are held by considering academic, non-academic, and good moral performance. (3) The training and development of human resources is still inclined towards training to measure success and failure. (4) Evaluation is carried out using three stages: monthly evaluation, mid-semester, and year-end evaluation. (5) Compensation should be provided with a fair possible honorarium system. (6) System supervision involves the determination of standards, supervision activities, and inspections.</p>
<p>Pangesti Wahyuningtyas, Iza</p>	<p>This study uses field research, which collects data directly at the</p>	<p>Several components support school-based management's effectiveness and efficiency, including curriculum management, which forms an inclusive curriculum according to school and</p>

<p>Hanifuddin / 2021/ Optimization of School-Based Management in Improving the Quality of Human Resources at Mts Negeri 1 Ponorogo / Vol. 1 No. 2/ Journal of Islamic Education and Management</p>	<p>research site. This research uses a qualitative and deceptive approach.</p>	<p>student conditions. Second, student management regulates students' learning activities to remain smooth. Third, managing the school's relationship with the community provides an overview of the programs implemented in the madrasah. Fourth, infrastructure management participates in the provision of infrastructure services. Fifth, financing management plays a vital role in the implementation of education.</p>
<p>Rokhmaniyah / 2017/ Human Resource Management to Achieve Quality Education in Elementary Schools / Vol. 1 No. 1/ Pedagogical Research Journal</p>	<p>Study It is a non- experimental (descriptive) research with a qualitative design and a phenomenological approach.</p>	<p>Human Resource Management at SD Negeri 1 Kutosari Kebumen is as follows: 1) Human resource planning is based on real situations and conditions in the school. 2) Analysis of positions and workforce needs has been done through preparation, data collection, and clarification. 3) Labor recruitment activities at this school are the same as recruitment at companies. 4) Selection of teaching staff. 5) The placement of educators and education personnel is based on personal ability, work experience, and formation. 6) The development of educators and education personnel is carried out through KKG activities. 7) Performance assessment is carried out in writing through class supervision and unwritten through observation and subsequent monitoring. The results of the data analysis that the researcher carried out show that the source of Power Man management in improving the quality of education at Keduren State Elementary School, Purwodadi Purworejo District, is adequate. The source of Power Man planning always starts with a stage evaluation activity at the end of each year. The source of organizing Power Man is organizing the learning of the primary material. The implementation related to the People's Power management source at SD Negeri Keduren has run smoothly. Meanwhile, supervision is carried out through activity monitoring, evaluation, reporting, and follow-up, which are carried out periodically and continuously.</p>

In the Human Resource Management process, SDIT Insan Permata has standards and procedures implemented in every management

**Retno Asih
Suminiati** /2019/
Human Resource
Management in
Practice of Improving
the Quality of
Education in
Elementary Schools /
Vol. 2 No. 2/

function so far. Human resource management at SDIT Insan Permata in each function is as follows: 1.) Recruitment and Selection, 2) Employee Competency Improvement, 3) Career Development, 4) Employee Performance Assessment, 5) Compensation.

RESULTS AND DISCUSSION

Human resource management in schools has a vital role in ensuring the availability of qualified educators and staff to support the achievement of educational goals. With the proper recruitment and selection process, HR management can ensure that the school has competent and committed teachers. In addition, HR management is also responsible for professional development, performance evaluation, and creating a conducive work environment so that the quality of teaching and learning can continue to be improved. This role is crucial in creating a positive school culture and encouraging improved student achievement. The following are some of the critical roles of HR management in this regard:

Teacher Recruitment and Selection

HR management is responsible for designing an effective teacher recruitment and selection process to ensure that schools can attract and hire high-quality teachers. Of course, selection is not only intended for the teacher/staff category but can also be for the chairman/head of the library category (Nugrahani, 2017).

The teacher selection process should involve assessing the candidate's teaching ability, pedagogical insight, and technical competence through relevant interviews and tests. It is also essential to apply transparency and fairness in recruitment to ensure that the selected candidates are most suitable for the school's needs. In addition, the selection must also consider the ability of teachers to adapt to changes in global education and technology. Competence in classroom management, communication, and critical thinking are also important aspects that teachers need to compete in the modern era. The ideal selection process includes various stages such as competency tests, observations, and interviews to ensure that prospective teachers are academically superior and have soft skills such as empathy, collaboration, and the ability to manage the classroom effectively. In addition to technical skills, interpersonal skills are also important in the selection assessment, where prospective teachers are tested on their teaching skills, mastery of the material, and ability to work in a team to support academic success.

Selection evaluation also includes an assessment of prospective teachers' morals and integrity through knowledge tests, pedagogical tests, and interviews to ensure they can teach according to the values embraced by the institution. The candidate's competence is tested academically and seen from social ability and commitment to existing challenges, such as working in an environment with socio-economic challenges. In addition, schools need to use systems that allow for continuous monitoring of the performance of new teachers in order to adjust and improve the quality of teaching as needed.

Using the Human Resource Information System (HRIS) can make it easier for educational institutions to process and store candidate data efficiently, allowing for a more objective and transparent selection process. The selection process should also include testing teachers' competencies in dealing with students with special needs and ensuring an inclusive learning environment. Competency-based recruitment, teaching innovation, and various stakeholders' involvement in the selection process are vital to ensuring the education system's success.

Professional Development

Human resource development (HR) improves quality and forms the attitude, loyalty, and cooperation needed to achieve school goals. Principals have an essential role in facilitating the careers of teachers and staff through various steps, such as linking performance with the promotion of structural or functional positions and assisting them in the promotion administration process (Nugrahani, 2017). The principal can also help promote superior staff to other schools or higher levels if no vacant formations exist. Professional development is a crucial step in the development of teachers after recruitment and selection. This can include ongoing training, workshops, and coaching programs to ensure that teachers are always aligned with the demands of the curriculum and technological developments (Purnama, 2016).

Improving teacher competence is a long-term investment supporting improving school learning quality. In addition, a strategic approach in teacher human resource development must be adjusted to the goals of educational institutions, especially in facing global challenges and competition. Ongoing training programs and regular performance evaluations are essential to ensure that teachers remain competitive and able to adapt to changes in education. Professional development includes not only technical training but also the development of soft skills such as effective communication, classroom management, and character development. Regular training and competency-based mentoring programs are essential strategies to improve teacher professionalism. This is especially true in schools with high socio-economic challenges, where teachers must be trained in academic teaching and building positive social relationships with students. Using technology such as the Human Resource Information System (HRIS) allows for more efficient and systematic management of teacher professional development.

By using HRIS, educational institutions can design training programs that suit the needs of each teacher and ensure that performance evaluations are carried out in a structured manner. In inclusion schools, teacher professional development also involves specialized training for students with various needs. Teachers must be trained to create an inclusive and adaptive learning environment that effectively supports all students. A continuous professional development program tailored to the needs of the school and curriculum will improve the professionalism of teachers and ultimately improve the overall quality of education.

Overall, teacher professional development is critical to ensuring quality education. Teachers must be provided with continuous training in pedagogy and educational technology to adapt to learning methods and dynamic curriculum changes. These development programs help improve technical skills and support the development of soft skills that are important in creating an effective and productive learning environment.

Teacher Performance Evaluation

Evaluation of the educational unit is submitted to the head of education, and the principal or foundation performs the assessment unit. Implementing evaluation or performance evaluation based on supervision of human resource performance is carried out in a fair, routine, and fair way. All teachers and employees must follow the rules of the disciplinary institution without exception and direct supervision by the principal or the Foundation (Friday, 2023)

Teacher performance evaluation is an essential element in human resource management in educational institutions (Zuana, 2016). These evaluations must be carried out periodically to assess the effectiveness of teachers in carrying out their duties. Evaluation criteria include various aspects such as teaching ability, interaction with students, mastery of the material, and innovation in teaching methods (Septiadi, 2019). The evaluation process is usually conducted through classroom observations, interviews, and student feedback, which provides a comprehensive view of the teacher's performance in the classroom (Rofifah, Sirojuddin, Ma`arif, & Zuana, 2021).

Teacher performance evaluation must be directed toward achieving long-term targets aligning with the school's vision. The cognitive aspect is assessed, and the teacher's contribution to the holistic development of students (Nurulloh, Aprilianto, Sirojuddin, & Maarif, 2020). A strategic approach to teacher performance evaluation must be based on standards relevant to the institution's educational vision. It includes mastery of pedagogical competencies, classroom management, and communication skills necessary for quality education (Masrur, 2023).

The use of key performance indicators (KPIs) is also essential in evaluating teacher performance, which can be applied in education by assessing students' academic success, involvement in extracurricular activities, and contribution to curriculum development (M. H. Azizi, Bakri, & Choiriyah, 2023). In addition, performance evaluations conducted collaboratively between teachers, principals, and students allow for more objective evaluations, with indicators that reflect the quality of teaching and contribution to the school community.

Technologies such as the Human Resource Information System (HRIS) can be used to monitor teacher performance more efficiently and in real-time. This system allows the collection of performance data based on predetermined parameters so that performance evaluation can be carried out systematically and more objectively. In the context of inclusive schools, teacher performance evaluation also includes the ability to handle students with special needs and the teacher's ability to adapt to the needs of each student in creating an inclusive learning environment. Feedback from various parties, including students, colleagues, and principals, is also essential in teacher performance evaluation. A comprehensive evaluation instrument should cover all aspects of performance, from teaching quality to learning methods innovations.

Performance evaluation should be part of an ongoing effort to achieve quality education, and the results are used to design further professional development programs such as training and workshops. This teacher performance evaluation focuses on academic outcomes and teachers' participation in curriculum development, involvement in school activities, and contribution to a positive learning environment. A proper performance evaluation program will ensure that teachers are constantly evolving and adapting to the ever-changing needs of education. Teacher performance evaluation is an essential tool in supporting the development of the overall quality of education.

Wellbeing Support and Compensation

No appropriate compensation is often considered a significant trigger for dissatisfaction in the Job, thus leading to low loyalty. For this reason, reasonable and fair compensation is significant. To pay attention, of course, it is only adjusted to the school's ability (Nugrahani, 2017). Compensation contains the following objectives: 1) fulfillment of economic needs; 2) encourage an increase in work productivity; 3) attribution compensation with successful organizations, that the more organizations can provide high salaries, indicating the more successful the organization is; 4) Attractive employees and competent employees (Rosidah., 2003).

Providing well-being support and compensation to teachers ensures that their motivation and performance remain optimal. This support can be in the form of financial incentives such as competitive salaries and benefits, as well as non-financial incentives such as recognition of achievements and adequate work facilities. In addition to financial compensation, teachers' welfare must be considered through welfare programs such as health insurance, pensions, and other facilities that support long-term welfare. In the face of global competition, educational institutions must provide fair and standards-compliant compensation, including adequate teaching facilities, professional development opportunities, and recognition of teachers' contributions to improving the quality of education (Amelia et al., 2022; Lipuku, Sang, & Rop, 2022; Sulhan, Gustini, Sambella, & Hali, 2024).

Teachers' well-being should be viewed holistically, including moral support, career development, and training to improve their long-term well-being. A supportive work environment is essential to maintain teachers' mental and emotional well-being.

Reasonable compensation, including performance bonuses and health benefits, can help keep teachers motivated and performing. In addition, work-life balance programs, such as adequate rest time, are also essential to support teachers' well-being (B. T. Cahyono, 2022). Spiritual support can also be provided in faith-based institutions, where teachers obtain moral and spiritual support through specialized programs to improve their calm and motivation. For teachers who work in social settings, such as schools serving underprivileged students, non-financial incentives, such as the opportunity to participate in social programs, can increase job satisfaction. Fair compensation includes competitive salaries, performance-based bonuses, and training and professional development support.

This support is essential to ensure that the quality of education in schools remains high. Technology, such as the Human Resource Information System (HRIS), allows educational institutions to manage benefits, salary payments, and welfare programs more efficiently. HRIS makes it easier to provide timely compensation for teacher performance. In addition, teachers who work with students with special needs also need additional welfare support, both in the form of relevant training and special allowances to handle the complexity of their work. Balanced support and compensation, including financial incentives and professional development, are essential for improving teachers' well-being and performance. Financial compensation should be balanced with recognition of achievement and the provision of supportive facilities, such as access to adequate teaching facilities (Sholihah, 2018). Teachers who feel financially and emotionally supported will be more motivated and productive, ultimately improving the quality of education.

Development of a Positive School Culture

Solid work and teamwork are realized by building the same work components from the existing strength of educators and education in the madrasah to achieve the objective education available (Pangesti & Hanifuddin, 2021).

Developing a positive school culture is essential in creating an environment conducive to learning and work. This culture is shaped through solid leadership, open communication, and effective collaboration between teachers, students, and staff (Kurniawan, Nizzam, Fatikh, & Rofiq, 2022). Involving teachers in decision-making, especially regarding teaching, helps create a more participatory work atmosphere and encourages innovation (Budi Tri Cahyono, Prihatin, Sukmawati, & Santosa, n.d.). A positive school culture can also be built by applying fundamental values such as honesty, cooperation, and commitment to improving the quality of education (Fadhli, 2020). An environment where every school citizen feels valued and supported in the learning and teaching process will increase motivation and achievement for teachers and students.

Recognition of achievement for students and teachers and consistent discipline implementation will encourage collaboration and mutual trust among all school community members. In addition, a supportive school culture needs to create a harmonious and productive work atmosphere (Pangesti, 2021). This can be achieved through well-deserved awards for outstanding teachers and students and training programs that encourage innovation and creativity in teaching. A safe and comfortable school environment is essential to support positive interaction and practical learning. Implementing technology, such as information systems that facilitate communication between teachers, students, and school management, can also help create transparency and strengthen mutual trust (Nurhasanah & Sobandi, 2016). Thus, a positive school culture will be created, supporting academic and character development for all school residents.

Conflict Management

HR management must constructively and fairly identify and resolve conflicts between school staff members. This includes providing training and support in conflict resolution and promoting open communication and mutual understanding.

School conflict management is essential in creating a harmonious and productive environment. A practical approach to conflict resolution often involves open communication and mediation by a neutral third party, which allows conflicts to turn into opportunities to strengthen relationships between school residents (Ahwan & Marzuki, 2021). By encouraging open dialogue, each party can work together to reach a mutually beneficial solution.

The principles of justice and transparency in conflict resolution are also fundamental. Not only does this create trust among the parties involved, but it also helps to develop an inclusive school culture where everyone feels comfortable having their voices heard. Involving teachers, staff, and students in decision-making can prevent conflict and strengthen cooperation (Purnama, 2016). Conflicts often arise between teachers, staff, or students in schools, and good conflict handling solves problems and improves working relationships.

This approach involves rewarding achievement, tolerance, and a deeper understanding of each individual's background and needs (Pangesti, 2021). Moral and spiritual values can be essential in conflict mediation in faith-based schools by prioritizing patience and mutual respect. In addition, using technology such as the Human Resource Information System (HRIS) allows for transparent and efficient documentation and tracking of conflict resolution.

This system helps maintain clarity in communication and provides a fairer and more objective solution. Teacher training in dealing with conflict is also crucial, especially in inclusion schools, where conflicts may be more complex due to the diversity of student needs (B. Cahyono, 2023). Teachers must be trained to recognize potential conflicts and use counseling and open dialogue to resolve them constructively. A collaborative approach in conflict management involves all parties in problem-solving, resolving conflicts, and improving the overall school climate, creating an environment that supports personal and academic growth for all school residents.

DISCUSSION

Teacher recruitment and selection is a crucial stage in human resource management in educational institutions because it will determine the quality of teaching staff who contribute directly to educational outcomes. This process should begin with analyzing the institution's needs, including the number of teachers and desired qualifications (Alazeez, AL-Momani, & Rababa, 2024; Boyle, Petriwskyj, Grieshaber, & Jones, 2021). At the selection stage, not only the academic ability of prospective teachers needs to be assessed, but also soft skills such as communication, collaboration, and classroom management skills. Selection must be strategic, and according to the vision and mission of the institution, teachers must consider the ability to face global challenges, including adaptation to changes in modern education (Alam & Asmawi, 2023; Istiyani, Wibowo, Taruna, Rahmawati, & Atmanto, 2024).

After the selection process, teacher professional development becomes a top priority. This development is carried out through regular training that allows teachers to keep up with the latest teaching methods and curriculum developments. In addition, training should also include the use of educational technology and the development of soft skills such as classroom management and effective communication. Professional development improves teachers' competence and emotional well-being, including moral and spiritual support in faith-based schools. Teacher performance evaluations ensure that teachers continue to work according to the set standards and evolve (Fuadi, Nasution, & Wijaya, 2023). Performance evaluation involves assessing pedagogical abilities, teaching innovations, and student interaction. Evaluations can be conducted periodically and objectively through classroom observation, interviews, and student assessments (Alwi & Mumtahana, 2023; Escandon-Barbosa & Salas-Páramo, 2022).

This evaluation should also be used to determine the need for further development, with the support of technologies such as the Human Resource Information System (HRIS), that increase the transparency and accuracy of assessments. The results of performance evaluations can be the basis for providing incentives that encourage teacher performance improvement. Well-being support and compensation is another important aspect of school human resource management. A decent salary, performance bonuses, and health and pension benefits are effective ways to maintain teacher motivation and loyalty.

This support is not only in the form of financial support but also in the form of opportunities for professional development, a conducive work environment, and recognition of achievements. In inclusion schools, teachers who deal with students with special needs need training and benefits tailored to the demands of their jobs. Developing a positive school culture is also essential in supporting the well-being and performance of teachers and students. This culture is built through collaboration, openness, and good communication between teachers, students, and school staff. An inclusive and supportive school environment can increase teacher motivation

and encourage student achievement. A positive culture also improves the overall quality of education, creating an atmosphere that supports innovation and practical learning (Amirudin et al., 2024).

Conflict management in schools is another critical factor that affects the culture and performance of the institution. Conflicts that are not appropriately managed can damage the school atmosphere and disrupt the teaching process. Therefore, a collaborative conflict management approach is urgently needed, in which all parties involved are invited to dialogue to find mutually beneficial solutions. In faith-based schools, patience and mutual respect are the basis for resolving conflicts. Technology such as HRIS can also aid in tracking and documenting conflicts, allowing for faster and more objective resolution. Effective conflict management will strengthen the relationship between teachers, staff, and students, creating a more harmonious and productive environment (Mulia, Zulfatmi, Khalil, Kurniawan, & Rizki, 2024). Thus, elements such as strategic recruitment and selection, continuous professional development, objective performance evaluation, adequate welfare support, positive culture development, and good conflict management become the main pillars in improving the quality of education in schools.

The importance of teacher recruitment and selection cannot be overlooked, as this process significantly determines the quality of education students receive. However, in practice, challenges often need to be faced. For instance, although educational institutions emphasize the importance of teachers' soft skills in the selection process, not all institutions have valid and reliable assessment tools to evaluate these skills. Lucy Afrilia underscores the importance of these indicators for the effectiveness of recruitment outcomes, as the readiness for recruiting PPPK teachers will greatly assist in achieving these objectives (Afrilia & Shaira, 2024).

The significance of this awareness is reinforced by the research of Victory and Damianus, highlighting the urgency of teacher recruitment as an alternative to the risks of uncertainty in identifying candidates who truly possess the necessary interpersonal skills for the classroom (Rotty & Pongoh, 2022). Additionally, subjective biases in evaluating soft skills can lead to the selection of less-than-ideal teachers, which can affect the dynamics of teaching and learning. A study shows that the mismatch between teachers' expected and actual skills can contribute to high turnover rates among educators, especially in areas facing greater educational challenges.

On the other hand, continuous professional training is crucial, but it must address specific needs in the field. There are times when training programs are not fully relevant to the local context, leaving teachers unprepared to face daily challenges in the classroom. To address this issue, Rani Selvira's research offers the TOPSIS method to support teacher assessment systems. It is also important to foster collaboration between educational institutions and local communities in designing training curricula, ensuring that they can meet the real needs in the field (Selvira et al., 2024).

In terms of performance evaluation, although observation-based assessments and student feedback are recognized as good practices, this methodology should be complemented by a more holistic approach, such as 360-degree evaluations that involve input from peers, parents, and even the students themselves. The approach Evans Fuad took in his algorithmic method can provide a more comprehensive picture of teaching effectiveness while enhancing teacher accountability (Fuad, Susticha, & Mualfah, 2021). Furthermore, adequate welfare support and compensation are key to maintaining teacher motivation. However, there is often inequity in this regard, especially in schools operating in underserved areas. Salary and benefits disparity can exacerbate retention

issues, particularly if teachers feel undervalued for their hard work. Additionally, the development of a positive school culture cannot be underestimated (Siahaan & Meilani, 2019).

The importance of an inclusive and supportive culture fosters collaboration but is often overlooked by school administrators who focus more on administrative aspects. Conflicts arising from dissatisfaction in the work environment should be addressed constructively, involving all parties to find mutually beneficial solutions (H. Anwar & Rosa, 2019). Agus Sarifuddin clearly describes that in religious-based school contexts, values such as patience and mutual respect must be internalized and practiced throughout this process (Sarifudin, Hude, & Sarnoto, 2023). Given this complexity, educational institutions must proactively assess and adjust their policies, creating an environment that supports teachers' professional development, encourages innovation, and improves student learning quality.

Thus, strategic recruitment and selection, relevant professional development, objective performance evaluation, fair welfare support, a positive culture, and effective conflict management can be the main pillars in enhancing the quality of education in schools.

CONCLUSION

The conclusion of the above discussion shows that the teacher recruitment and selection process must be carried out strategically and thoroughly, considering not only academic ability but also soft skills such as communication, collaboration, and classroom management. Effective selection will ensure that selected teachers can face global and socio-economic challenges and adapt to changes in the modern world of education. Continuous professional development through relevant training is essential to ensure that teachers continue to evolve according to the needs of students and the dynamics of education. The use of technology in teaching and developing soft skills such as classroom management and communication are critical elements in improving teacher competence. In addition, this development also contributes to teachers' emotional well-being, which ultimately supports improved performance and job satisfaction.

Objective and regular performance evaluations are essential to monitor teachers' progress and identify further development needs. Technologies such as the Human Resource Information System (HRIS) can improve transparency and accuracy in the evaluation process, enabling better teacher development and incentivization decisions. Teacher welfare support, both in financial forms, such as salaries and benefits, and non-financial, such as professional development opportunities and a conducive work environment, is essential to maintain teacher motivation and loyalty. This support in inclusive and faith-based schools includes specialized training and benefits tailored to the job's demands. A positive school culture, which includes collaboration, openness, and good communication, significantly impacts teacher well-being and student achievement.

This culture is supported by fair policies, a reward for achievement, and an inclusive environment. A strong and positive culture in schools supports the creation of an effective and innovative learning atmosphere. Effective conflict management can prevent escalating conflicts that potentially damage the school atmosphere through a collaborative approach and fair mediation. A values-based approach, particularly in faith-based schools, emphasizes the importance of patience and mutual respect in resolving conflicts. Technologies like HRIS help document and resolve conflicts more efficiently and transparently. Overall, good integration between the recruitment process, professional development, performance evaluation, welfare

support, positive culture development, and conflict management will create a more harmonious, innovative, and effective educational environment in achieving superior quality education.

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