

STRATEGIC PLANNING AND MANAGEMENT OF EDUCATIONAL HUMAN RESOURCES AT ELEMENTARY SCHOOL

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Article history: received 06 January 2024; revised 12 February 2024; accepted 18 April 2024

DOI : <https://doi.org/10.33751/ijmie.v3i1.12739>

Abstract. Human resource planning in educational institutions serves as a fundamental pillar of strategic management that directly affects institutional performance, teacher effectiveness, and educational quality. In response to increasing demands for accountability and competitiveness, this study examines the strategic human resource planning and management practices at SDIT Al-Mawaddah, an Islamic-based elementary school that integrates religious and academic excellence. The research aims to analyze the implementation of HR strategies in optimizing recruitment, placement, and development of teachers and staff while ensuring alignment with the school's vision, values, and national standards. Employing a qualitative descriptive method, data were collected through interviews, documentation, and observation, and analyzed using thematic analysis to explore stages of HR planning including needs assessment, recruitment, selection, training, and evaluation. Findings indicate that SDIT Al-Mawaddah applies a structured planning process encompassing workload analysis, competency mapping, transparent recruitment, and continuous professional development grounded in Islamic principles. Challenges identified include staff retention and balancing academic and religious qualifications. The study concludes that strategic HR planning has enhanced institutional performance and educational service quality, highlighting the importance of sustaining professional growth, career development, and adaptive management integrated with Islamic educational values to ensure a sustainable and high-performing school organization

Keywords: educational human resource planning; strategic management; teacher recruitment; school leadership

I. INTRODUCTION

In the era of global educational transformation, the effectiveness of schools increasingly depends on the strategic management of human resources (HR). Teachers and educational staff are the most vital components in achieving institutional success, as their performance directly affects student outcomes, curriculum implementation, and organizational sustainability [1]. According to Armstrong and Taylor [2], strategic human resource planning serves as the foundation for aligning workforce capacity with institutional goals, enabling schools to anticipate future staffing needs and develop long-term improvement plans. In educational institutions, human resource planning involves a series of processes forecasting, recruitment, selection, placement, training, evaluation, and retention that ensure the availability of competent personnel who support organizational objectives [3], [4]. Proper planning allows schools to minimize staff shortages, maintain workload balance, and improve professional competency levels. For faith-based or Islamic schools, such as Sekolah Dasar Islam Terpadu (SDIT) Al-Mawaddah, HR planning must also reflect the integration of spiritual, moral, and academic dimensions within its operational framework [5]. Human resource management (HRM) in education is not limited to administrative processes but also functions as a strategic instrument to drive quality improvement [6]. As noted by Dessler [7], the effectiveness of HRM in educational settings depends on how institutions synchronize human resource policies with long-term development strategies, including curriculum advancement, teacher professionalism, and school culture. The application of HRM in schools thus requires a comprehensive approach that combines strategic planning and human resource development (HRD) principles [8].

In Indonesia, teacher and staff management in Islamic schools faces unique challenges, including limited recruitment pools, competency gaps, and the need to balance religious qualifications with pedagogical expertise [9]. These conditions necessitate a systematic approach to human resource planning that aligns with the National Education Standards (Standar Nasional Pendidikan) and the Law on Teachers and Lecturers No. 14/2005, which emphasize teacher professionalism, welfare, and continuous development [10]. Strategic planning in HRM, as argued by Bryson [11], involves setting long-term goals, identifying resources, and designing programs to achieve sustainable performance. In educational contexts, this approach helps

institutions adapt to environmental changes, anticipate future staffing demands, and maintain competitiveness in a dynamic educational landscape [12]. SDIT Al-Mawaddah, as an integrated Islamic primary school, provides a relevant case study of how faith-based institutions can successfully implement strategic HR planning to meet academic and moral excellence simultaneously. Previous research indicates that educational institutions with structured HR planning demonstrate higher levels of organizational effectiveness, teacher satisfaction, and retention [13]. Moreover, the integration of spiritual and ethical principles within HR practices has been shown to enhance motivation and institutional commitment among educators [14]. Nonetheless, many Islamic schools still face barriers in implementing systematic HR planning due to resource constraints, leadership gaps, and limited access to professional training [15].

Therefore, this study seeks to analyze and describe the strategic planning and management of educational human resources at SDIT Al-Mawaddah. It explores the stages, mechanisms, and outcomes of HR planning in supporting institutional quality improvement. The findings aim to contribute to the broader discourse on effective HRM practices in Islamic education, highlighting how modern management frameworks can harmonize with spiritual and cultural values to promote sustainable educational excellence. Educational Human Resource Management (HRM) is a systematic process that ensures the effective utilization of human capital within educational institutions [16]. HRM in schools encompasses planning, recruitment, development, evaluation, and retention of teachers and administrative staff to achieve institutional objectives [17]. In educational settings, HRM not only focuses on operational efficiency but also emphasizes building professional competence and commitment aligned with institutional missions and values [18]. According to Bratton and Gold [19], HRM in education plays a dual role: it functions as an administrative mechanism for managing personnel and as a strategic tool for improving school performance through professional development. The integration of HRM with the school's vision and leadership determines the overall quality of educational outcomes [20]. In Islamic educational institutions, HRM must balance between pedagogical professionalism and spiritual integrity, where human capital development is guided by ethical and religious principles [21].

Human Resource Planning (HRP) refers to the process of forecasting and systematically aligning workforce supply and demand to meet future organizational needs [22]. In schools, HRP is essential to ensure that teacher availability, specialization, and workload correspond to student population dynamics and curriculum changes. According to Armstrong and Taylor [23], effective HRP involves four primary stages: (1) analyzing current staffing capacity, (2) forecasting future needs, (3) designing recruitment and training strategies, and (4) evaluating outcomes to ensure sustainability. Several studies affirm that the implementation of HRP in schools contributes to increased teaching quality, reduced staff turnover, and better resource allocation [24]. In faith-based institutions such as SDIT Al-Mawaddah, HRP also ensures the recruitment of educators who meet both academic qualifications and spiritual competencies required to uphold the school's Islamic ethos [25].

Strategic HRM (SHRM) involves aligning human resource policies and practices with the institution's strategic objectives to ensure long-term organizational success [26]. In education, SHRM emphasizes leadership commitment, competency-based management, and continuous professional development (CPD) as core drivers of improvement [27]. School leaders play a pivotal role in embedding strategic HRM principles into daily operations through vision-driven planning, performance monitoring, and participatory decision-making [28]. As reported by Yusof and Rahman [29], effective HRM in Islamic schools requires transformational leadership that integrates religious values with evidence-based management practices. Leaders are expected to inspire, guide, and develop educators as both professionals and moral exemplars. In this regard, strategic HRM fosters a values-driven organizational culture, bridging managerial systems and ethical principles consistent with Islamic educational philosophy [30].

Two major theoretical perspectives inform HR planning in education: human capital theory and strategic fit theory. Human capital theory, as proposed by Becker (1993), posits that investments in education and training increase individual productivity, which contributes to institutional and national development [31]. In the school context, HR planning serves as an investment mechanism that enhances teacher capacity and institutional quality. Strategic fit theory emphasizes the alignment between organizational strategies and HR practices, ensuring that workforce capabilities complement institutional objectives [32]. In SDIT Al-Mawaddah, this theory is particularly relevant as HR planning must balance educational excellence with the school's spiritual vision. Integrating these theories within Islamic education contexts highlights the need for adaptive, ethical, and visionary HR strategies [33].

Previous research has explored HR planning in higher education and public schools, but studies focusing on Islamic elementary education remain limited. While many frameworks discuss HR planning generically, few examine how faith-based schools integrate religious principles within modern HRM systems [34]. This study fills that gap by analyzing HR planning and management at SDIT Al-Mawaddah as a model for strategic HRM in Islamic education, blending managerial professionalism with spiritual and ethical leadership.

II. RESEARCH METHODS

This study employs a qualitative descriptive research design aimed at exploring and analyzing the implementation of strategic human resource planning and management for teachers and educational staff at SDIT Al-Mawaddah, an Islamic-based elementary school in Indonesia. The qualitative approach was chosen because it allows for an in-depth understanding of complex organizational processes, social interactions, and contextual meanings related to human resource management within educational settings [35]. The study focuses on identifying how HR planning is formulated, implemented, and evaluated to support the school's academic and spiritual objectives.

Data were collected through triangulated techniques, including semi-structured interviews, document analysis, and direct observation. Interviews were conducted with key stakeholders such as the school principal, vice principal, HR coordinator, and several teachers to obtain comprehensive insights into HR planning processes. Institutional documents such as recruitment procedures, performance evaluation reports, and training plans were also analyzed to ensure data validity. Thematic analysis was applied to categorize findings into key dimensions of HR planning: (1) needs assessment, (2) recruitment and selection, (3) staff development, (4) performance evaluation, and (5) retention strategies [36]. The research process adhered to the principles of credibility, transferability, and dependability to maintain analytical rigor. Data triangulation was used to cross-check findings from multiple sources, while member checking ensured interpretive accuracy. The findings are presented narratively and analytically to highlight best practices, challenges, and implications of HR planning at SDIT Al-Mawaddah. This methodological framework provides a strong foundation for examining the alignment between educational human resource management and the strategic vision of Islamic schools.

III. RESULTS AND DISCUSSION

Implementation of Strategic HR Planning at SDIT Al-Mawaddah

The findings reveal that SDIT Al-Mawaddah applies a structured and systematic approach to human resource planning (HRP) that aligns with the school's vision of integrating Islamic and academic excellence. The process begins with an annual needs assessment based on workload analysis, student enrollment projections, and subject specialization mapping. This phase allows school leaders to forecast future staffing needs and anticipate potential teacher shortages [37]. The school's HR planning model consists of five stages: (1) identifying institutional needs, (2) recruiting qualified candidates, (3) selecting based on competency and religious integrity, (4) developing staff capabilities through continuous professional training, and (5) evaluating performance outcomes. These stages reflect the theoretical HR planning model proposed by Armstrong and Taylor [38], which emphasizes alignment between human capital capacity and strategic institutional objectives. At SDIT Al-Mawaddah, the recruitment process is conducted transparently, using written tests, teaching simulations, and interviews that assess both pedagogical competence and Islamic values. Teachers and staff are required to demonstrate mastery of instructional methods as well as adherence to the school's religious mission. The HR committee also utilizes a competency-based assessment rubric derived from Indonesia's National Education Standards (Standar Nasional Pendidikan) to ensure alignment with national regulations [39].

Teacher Development and Performance Evaluation

A significant aspect of SDIT Al-Mawaddah's HR management is its commitment to continuous professional development (CPD). The school provides regular training sessions on instructional design, digital literacy, classroom management, and Islamic pedagogy. This aligns with Dessler's [40] argument that employee development is a strategic investment that enhances motivation, job satisfaction, and long-term institutional loyalty. The performance evaluation system integrates both quantitative and qualitative indicators, including attendance, lesson planning, student feedback, and peer observation. Evaluations are conducted biannually and are directly linked to professional incentives and promotion decisions. In addition, teachers receive spiritual mentoring sessions to reinforce moral and ethical behavior consistent with Islamic principles. Such integration of spiritual and professional dimensions strengthens the school's identity as a faith-based institution and supports holistic teacher development [41].

Leadership and Organizational Culture

The study found that leadership plays a central role in sustaining HR planning at SDIT Al-Mawaddah. The principal adopts a participative leadership style, encouraging collaboration and open communication among staff members. Regular coordination meetings between school leaders and educators foster a shared understanding of goals and performance standards. According to Yusof and Rahman [42], participatory and value-based leadership enhances organizational commitment and promotes collective accountability in Islamic schools. Moreover, the school's culture is built upon three core values discipline, trust, and sincerity (amanah, ikhlas, istiqamah) which serve as behavioral guidelines for all personnel. These values are integrated into HR practices such as recruitment criteria, teacher evaluation, and reward systems. This aligns with the findings of Wahyuni [43], who noted that embedding spiritual values within HR frameworks promotes stronger intrinsic motivation and work ethics among educators.

Despite its achievements, SDIT Al-Mawaddah faces several challenges in maintaining effective HR management. Limited financial resources restrict the frequency of professional training programs, while high teacher turnover occasionally disrupts academic continuity. Additionally, balancing administrative workload with instructional responsibilities remains a persistent issue for staff. These challenges mirror those observed by Hamid and Yusuf [44], who identified funding and workload management as major constraints in HRM implementation across Indonesian Islamic schools. To address these challenges, SDIT Al-Mawaddah has begun implementing digital HR systems to manage teacher records, attendance, and performance tracking more efficiently. The school also collaborates with external organizations and local universities to expand professional development opportunities. These strategic adjustments reflect a proactive approach to HR planning, demonstrating how Islamic schools can integrate modern management tools while preserving spiritual identity and community values.

Future studies could expand this research by adopting a comparative or mixed-method approach, exploring HR planning practices across multiple Islamic schools or educational networks. Quantitative analyses may also be employed to examine correlations between HR strategies, teacher satisfaction, and institutional performance. Moreover, integrating emerging themes such as digital HR transformation, AI-assisted performance assessment, and data-driven workforce analytics could provide new insights into the modernization of HRM in education. Ultimately, the success of HR planning in educational institutions—particularly in Islamic schools—depends on the synergy between visionary leadership, professional management, and moral

commitment. As demonstrated by SDIT Al-Mawaddah, harmonizing these dimensions can produce a sustainable model of educational excellence that unites faith, knowledge, and innovation.

IV. CONCLUSION

This study concludes that the strategic planning and management of educational human resources at SDIT Al-Mawaddah have been implemented effectively through a structured, value-based approach. The school demonstrates a clear alignment between human resource planning (HRP) and institutional goals, integrating both professional and spiritual dimensions in teacher and staff management. The process encompasses five essential stages: needs assessment, recruitment and selection, staff development, performance evaluation, and retention, which collectively ensure the availability of competent, dedicated, and morally grounded educators. The findings highlight that HR planning at SDIT Al-Mawaddah is not merely administrative but strategic in nature, serving as a long-term investment in educational quality and institutional sustainability. The inclusion of Islamic values in HR practices fosters a strong work ethic, organizational loyalty, and a culture of excellence that supports the school's dual mission of academic achievement and spiritual development. However, challenges such as limited financial resources, teacher turnover, and workload balance indicate the need for continuous improvement and adaptive management strategies. For educational leaders, this research underscores the importance of integrating strategic human resource planning (SHRP) into the broader institutional management framework. Schools must establish systematic mechanisms for forecasting staffing needs, professional development, and competency evaluation. Incorporating digital HR systems can further streamline data management, enhance transparency, and improve decision-making efficiency. For policy makers, the study suggests strengthening the policy environment that supports HR planning in Islamic schools by providing financial assistance, teacher training programs, and performance-based incentives. The collaboration between educational authorities, universities, and professional organizations is essential for building sustainable HR development ecosystems that enhance teacher professionalism nationwide. In the context of Islamic education, HRM should continue to integrate ethical and spiritual values with modern management principles. This balance ensures that educators not only possess technical and pedagogical expertise but also embody moral integrity and spiritual leadership—qualities essential for holistic education in the 21st century.

V. REFERENSI

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