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The Role of Human Resource Management in Improving the Quality of Teaching Staff at SMK Prshanti Nilayam Kuta

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Abstract

Teacher quality is a critical determinant of vocational education outcomes because teachers must integrate pedagogical competence, technological proficiency, and industry-relevant expertise. However, staff shortages at SMK Prshanti Nilayam Kuta have required several teachers to perform additional administrative duties, potentially increasing workloads and reducing instructional effectiveness. This study aimed to examine teacher resource planning, the implementation of human resource management, and the principal's efforts to improve teaching staff quality. A qualitative descriptive design was employed. Data were collected through in-depth interviews, classroom observations, and documentation involving purposively selected teachers, students, and parents. The data were transcribed, categorized, thematically interpreted, and validated through source and technique triangulation. The findings showed that teacher resource planning encompassed needs analysis, competency-based recruitment and placement, continuous training, performance appraisal, and career planning. Human resource management was implemented as an interconnected cycle involving workforce planning, recruitment, professional development, evaluation, motivation, and welfare management. The principal enhanced teacher quality through in-house training, Kurikulum Merdeka (Independent Curriculum) workshops, industry internships, competency certification, academic supervision, professional learning communities, digital learning facilities, and reward systems. In conclusion, integrated human resource management improved teacher professionalism and instructional relevance, although staffing shortages and excessive additional duties remained significant constraints that required strategic recruitment and clearer workload distribution.

INTRODUCTION

Undeniably, we live in an era of globalization in which scientific and technological advancements are developing at an unprecedented pace, and education remains the primary pathway through which individuals and institutions build the competitiveness required to navigate these transformations (Kanya, Fathoni, & Ramdani, 2021). Educational institutions, including madrasahs and vocational high schools (Sekolah Menengah Kejuruan [SMK]), are expected to equip students with skills that align with these developments so that graduates can compete both nationally and globally (Andriani, Kesumawati, & Kristiawan, 2018).

To fulfill this function, schools require a range of interrelated resources, including human resources, facilities, information, and finances (Aulia, 2026; Schilling & Tomal, 2026). Among these resources, human resources (HR) remain the primary determining factor because no system or technology can operate effectively without capable individuals to manage and utilize it (Barnawi & Arifin, 2020). The continuity and quality of a school depend heavily on the

quality of its human resources: schools with disciplined, loyal, and responsible staff tend to develop effectively, whereas weak human resource management can undermine institutional performance over time (Nurmalasari & Karimah, 2020).

Human resources also serve as the bearers of an organization's mission, vision, and goals, and the achievement of these objectives depends heavily on the competence and commitment of the individuals responsible for implementing them (Agus R., Yaqin, & Rahman, 2024). Consequently, superior and committed human resources are essential for schools to achieve their educational objectives, particularly in vocational education, where graduates are expected to meet workplace demands (Munandar, Syah, & Erihadiana, 2022).

Managing human resources within schools is a complex task because it involves individuals with diverse backgrounds, motivations, and characteristics. Effective HR management must ultimately support the broader interests of the school community rather than serve individual interests alone (HS, Anwar US, & Shalahudin, 2024). In practice, schools generally encounter three categories of challenges: external challenges, such as changes in government policy, competition among schools, and rapid technological developments; internal or organizational challenges, including organizational structure, employee expectations, and institutional culture; and professional challenges, namely the ability of HR management to achieve institutional goals effectively (Kanya, Fathoni, & Ramdani, 2021; Karim et al., 2021).

The relationship between human resource management and teaching staff is particularly significant. Law Number 14 of 2005 concerning Teachers and Lecturers requires teachers to possess appropriate academic qualifications, competencies, and teaching certificates, as well as physical and mental capacities to support the achievement of national education goals. Therefore, effective human resource management is necessary to develop teaching staff who meet legal and professional standards (Kartini, Kristiawan, & Fitria, 2020). Previous studies have consistently shown that principal leadership, supervision, and HR planning are important factors influencing teacher performance and school quality (Andriani, Kesumawati, & Kristiawan, 2018; Masnawati & Darmawan, 2022).

A growing body of research has examined how schools manage human resources to improve educator quality. Previous studies have reported that HR planning, competency-based recruitment, structured training, and performance evaluation are key components of effective HR management in educational institutions (Agus R., Yaqin, & Rahman, 2024; Mayasari, Supriani, & Arifudin, 2021). Other studies have emphasized the strategic role of principals in improving teacher professionalism through academic supervision, coaching, and the development of professional learning communities, such as Musyawarah Guru Mata Pelajaran (MGMP) (Sugiar, Sukirman, & Sanusi, 2024; Tasrif, Abubakari, & Hidayat, 2022). Partnerships with the world of work and industry (Dunia Usaha dan Dunia Industri [IDUKA]), including teacher internships and the involvement of industry practitioners as guest instructors, have also been identified as important strategies in vocational education for maintaining instructional relevance to labor-market needs (Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023; Kenedi & Batulante, 2024). More broadly, strategic human resource management has been associated with sustainable competitive advantage and organizational effectiveness, including within the education sector (Alfawaire & Atan, 2021; Nasir, Mahmudinata, Ulya, & Firdaus, 2023).

Despite the growing body of literature, staff shortages remain a persistent and underexamined issue in many vocational schools, often requiring teachers to assume administrative responsibilities beyond their teaching roles and increasing their workload (Muspawi & Robi'ah, 2020). Similar workload pressures have been reported to reduce teacher professionalism and job satisfaction in other contexts, including during the COVID-19 pandemic (Hidayat, 2021). These findings suggest that unresolved staffing gaps may have cumulative negative effects on teaching quality if they are not addressed through strategic management approaches (Erowati, 2023).

This issue is evident at SMK Prshanti Nilayam Kuta, where stable student enrollment has not been accompanied by an adequate number and distribution of teaching and administrative personnel. Several teachers have been required to perform additional nonteaching responsibilities, including library management, thereby increasing their workload and potentially affecting the effectiveness of teaching and learning activities. This condition may indicate challenges in workforce planning, role allocation, recruitment, professional development, or coordination between the school and its governing foundation. Given the school's vocational orientation, particularly its preparation of graduates for hospitality-related employment, these HRM constraints may influence instructional quality and the alignment of graduates' competencies with industry requirements.

This study is therefore important because unresolved staffing shortages may result in organizational consequences, including role overload, reduced instructional preparation, limited participation in professional development activities, decreased motivation, and inconsistent performance evaluation. The novelty of this study lies in examining HRM as an interconnected process involving teacher-needs analysis, competency-based recruitment and placement, continuous professional development, academic supervision, performance appraisal, motivation, welfare management, digital learning support, and partnerships with business and industrial sectors. Rather than examining the principal's initiatives as isolated programs, this study analyzes how these practices collectively address staff shortages and contribute to improving teaching quality within the specific institutional context of SMK Prshanti Nilayam Kuta.

Accordingly, this study aimed to examine the role of HRM in improving the quality of teaching staff at SMK Prshanti Nilayam Kuta. Specifically, it investigated teacher-resource planning, the implementation of teacher HRM practices, and the principal's strategic efforts to strengthen educator quality. Through a qualitative descriptive approach, this study provided a contextual understanding of how a vocational school managed staffing constraints while maintaining teacher professionalism and industry-relevant instruction. Theoretically, the findings contribute to educational HRM literature by connecting workforce planning, leadership, professional development, and industry alignment within an integrated framework. Practically, the findings may assist school principals, foundations, and policymakers in designing more accurate workforce plans, allocating responsibilities fairly, strengthening teacher competencies, and developing sustainable strategies for improving vocational education quality.

METHOD

This study employed a qualitative descriptive method. The method was selected to examine and describe the phenomenon of teacher management practices at SMK Prashanti Nilayam based on the collected data. The research procedures, methodological flow, and evaluation methods were developed to support the analysis of teacher-related human resource management practices within the school context.

Qualitative Descriptive Research Method

The qualitative descriptive research method aims to describe phenomena occurring in the field in an in-depth and comprehensive manner. In the context of SMK Prashanti Nilayam teachers, this research can be used to understand various aspects, such as learning behavior, motivation, or experience.

Research Procedure

1. Problem Identification:
   The research team identified a topic to be raised as the theme: "The Role of Human Resource Management in Improving the Quality of Teaching Staff at SMK Prashanti Nilayam Kuta." The problem formulation has been stated in the previous subchapter.
2. Literature Review:
   Review literature related to improving the quality of teaching staff.
3. Selection of Data Collection Methods:
   Interviews: Conduct in-depth interviews with teachers, students, and parents to gather information about learning motivation.
   Observations: Observe the classroom teaching and learning process to understand the interactions between students and teachers and the learning environment related to teaching quality and its impact on students.
   Documentation: Collect documents such as academic grades, activity reports, and other relevant records.
4. Sampling:
   Use purposive sampling to select students with experiences or perspectives relevant to the research topic. The students selected as respondents were grades 11 and 12 of Marketing.
5. Data Collection:
   Conduct interviews, observations, and collect documents according to the established plan.
6. Data Analysis:
   Transcribe interviews and observation notes. Categorize the data and look for emerging themes or patterns.
7. Data Interpretation:
   Connect the findings to existing theories and explain them in the context of student learning motivation.
8. Report Writing:
   Compile a report that includes the background, methods, research results, and conclusions.
9. Validation of Findings:
   Triangulate the data by comparing the results of interviews, observations, and documents.

RESULTS AND DISCUSSION

First question: What is the concept of teacher resource management planning at SMK Prshanti Nilayam Kuta?

Teacher resource management planning aims to ensure that the school has the right number, type, and quality of teachers at the right time to achieve its vocational education goals, based on actual school needs and curriculum requirements, particularly those related to vocational competencies (Kartini, Kristiawan, & Fitria, 2020). The planning process begins with an analysis of teacher needs, which identifies the duties, responsibilities, and qualifications required for each teaching position and forecasts future demand based on the teacher-student ratio, curriculum changes that call for new competencies such as digital skills, projected vacancies arising from transfers, retirement, or resignation, and the need for teachers who hold industry certification or specialized expertise relevant to the Business and Industry World (Dunia Usaha dan Dunia Industri, or DUDI).

Building on this needs analysis, the school undertakes procurement planning, that is, recruitment and selection, which focuses on attracting and selecting the best teacher candidates. Teachers may be sourced internally, for example by assigning existing staff additional roles, or externally from universities, industry, or the general public, with the choice of recruitment strategy generally favoring candidates who bring practical industry experience. Selection itself involves a rigorous process comprising interviews, competency testing, and microteaching, so that only candidates with the appropriate academic qualifications, vocational competencies, and personality traits are appointed (Mayasari, Supriani, & Arifudin, 2021).

Once teachers are in place, educator development through training ensures that they remain relevant and qualified. Training needs are identified from performance evaluations and from changes in technology and industry practice, and regular training programs are planned to strengthen pedagogical competency, deepen professional mastery of current vocational material, often through industrial internships or certification courses, and develop teachers' personal and social competencies (Tasrif, Abubakari, & Hidayat, 2022). Finally, teacher evaluation and placement measures effectiveness and ensures optimal placement: performance assessment is conducted regularly to gauge teaching effectiveness and contribution to school goals, career planning maps out promotions, special assignments, and incentives, and re-placement or rotation ensures that teachers are positioned in roles that best match their expertise and the needs of the school. Taken together, these four stages show that the essence of HR planning in vocational schools lies in its close link to industry needs and the desired graduate profile.

Second question: How is teacher resource management implemented at SMK Prshanti Nilayam Kuta?

In practice, the school implements teacher resource management through five interconnected efforts: strengthening teacher resource planning so that it more accurately reflects actual classroom needs; optimizing teacher recruitment and placement to fill gaps left by the ongoing staff shortage; developing teacher competence and professionalism on an ongoing basis; improving the teacher performance assessment system so that it provides a fairer and more accurate picture of teaching quality; and improving teacher motivation and welfare so that staff remain committed despite an increased workload. These five efforts function less as isolated programs than as a single cycle, in which planning informs recruitment, recruitment

is followed by competency development, development is monitored through performance assessment, and the results of that assessment in turn feed back into welfare and motivation strategies. This is consistent with findings that structured, cyclical HR management produces more sustainable improvements in teacher quality than ad hoc interventions (Agus R., Yaqin, & Rahman, 2024; HS, Anwar US, & Shalahudin, 2024).

Third question: What efforts does the vocational school principal make to improve the quality of teaching staff at SMK Prshanti Nilayam Kuta?

The principal's efforts to improve the quality of teaching staff center on a quality-management strategy that emphasizes professionalism, technological mastery, and alignment with industry needs, and this strategy is carried out through six interrelated initiatives rather than a checklist of separate activities. The first is competency development and training, delivered both internally through In-House Training (IHT) and workshops on developing teaching modules, implementing the Independent Curriculum, and using digital and innovative learning media, and externally through professional training, technical guidance from the Education Office, and vocational competency certification aligned with industry-standard qualifications (Sugiar, Sukirman, & Sanusi, 2024).

The second initiative is strengthening partnerships with the world of work (IDUKA). The school encourages teachers to take part in industrial internships or certification programs directly with companies and the business world, which keeps teaching materials relevant to current workplace needs, and it invites guest teachers from industry to collaborate directly with school staff, providing a practical benchmark for teaching competency standards (Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023; Kenedi & Batulante, 2024). This industry linkage is complemented by the third initiative, academic supervision and regular evaluation, in which learning supervision monitors planning and the teaching and learning process in the classroom, laboratory, or workshop, and is followed by constructive feedback and coaching sessions that help teachers refine their teaching methods and classroom management.

The fourth initiative is the empowerment of learning communities, primarily through the optimization of the school-level and regional Subject Teacher Conference (MGMP), which functions as a forum for sharing best practice, discussing shared teaching challenges, and jointly developing teaching materials (Muspawi & Robi'ah, 2020). This is supported by a fifth initiative, the provision and optimization of digital learning facilities, including faster internet access, multimedia devices, and innovative media, which enable teachers to diversify their teaching methods. Finally, the principal fosters motivation, discipline, and appreciation through a reward system that recognizes outstanding, creative, or highly dedicated teachers, and through mentoring and the cultivation of a conducive, transparent, and communicative work culture that sustains the motivation of all educators despite the pressures created by the ongoing staff shortage (Masnawati & Darmawan, 2022). Collectively, these six initiatives indicate that the principal's strategy is not confined to formal training alone, but combines competency development, industry partnership, supervision, collegial learning, digital facilitation, and welfare, reflecting a comprehensive approach to human resource management consistent with the strategic HRM literature (Alfawaire & Atan, 2021; Nasir, Mahmudinata, Ulya, & Firdaus, 2023).

CONCLUSION

Based on the research findings and discussion regarding the role of Human Resource Management (HRM) in improving the quality of teaching staff at SMK Prashanti Nilayam Kuta, several conclusions can be drawn. Teacher human resource planning at the school was designed to align with institutional needs and the demands of the business and industrial sectors (Dunia Usaha dan Dunia Industri [IDUKA]). This planning process included analyzing teacher requirements based on teacher–student ratios and vocational qualifications, developing competency- and industry-experience-based recruitment plans, mapping periodic training programs, and establishing an appropriate teacher performance appraisal and placement system.

The implementation of HRM at SMK Prashanti Nilayam Kuta was conducted systematically, beginning with improved workforce planning, followed by competency-based recruitment and placement optimization, continuous professional development, strengthened teacher performance evaluation, and enhanced motivation and welfare management for teaching staff. Collectively, these efforts aimed to support teacher retention and maintain optimal performance despite ongoing staff shortages.

The principal's strategic efforts to improve teaching quality reflected a coherent leadership approach rather than isolated initiatives. These efforts included competency development through In-House Training (IHT), implementation of the Kurikulum Merdeka (Independent Curriculum), competency certification, partnerships with IDUKA through teacher industry internship programs and the involvement of industry practitioners as guest instructors, regular academic supervision supported by constructive feedback and coaching, strengthening the school's professional learning community through the optimization of Musyawarah Guru Mata Pelajaran (MGMP), and the provision of information technology-based learning facilities accompanied by reward and recognition systems to sustain teacher motivation and professional commitment.

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