



INTEGRATED HUMAN RESOURCE MANAGEMENT FOR STRENGTHENING ORGANIZATIONAL CAPACITY IN RESOURCE-CONSTRAINED ISLAMIC SENIOR HIGH SCHOOLS

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ABSTRACT

This qualitative case study aims to analyze the overall effectiveness of Human Resource Management (HRM) at SMA Muhammadiyah Mlati in July 2026. Key research informants included the principal, vice principal, teachers, and educational support staff who were selected using a purposive sampling technique. Data collection was carried out through triangulation methods combining in-depth interviews, field observations, and comprehensive documentation studies, which were subsequently analyzed using the interactive model proposed by Miles and Huberman. The results demonstrate that HRM implementation runs systematically through structured planning, competency-based task allocation, continuous professional development, and guidance-oriented constructive supervision. Although the school faces ongoing challenges related to personnel limitations impacting heavy workloads and multiple roles, work motivation remains high through participative leadership, open communication, and a collaborative culture. The study concludes that sustainable human capital improvement requires stronger workload planning, expanded digital and AI technology training, and periodic evaluations. Overall, an integrated HRM strategy effectively enhances organizational capacity and elevates educational service quality quite significantly.

Keywords: Human Resource Management; School Leadership; Organizational Culture

1. INTRODUCTION

Education plays a fundamental role in shaping human capital, fostering societal advancement, and building a knowledgeable generation capable of navigating global challenges. In the modern educational landscape, the overall success of a school is heavily dependent on the effectiveness of its institutional governance and operational systems [1]. As key operational drivers, secondary schools require robust organizational structures to deliver consistent, high-quality learning outcomes [2]. Within this framework, educational institutions are increasingly demanded to optimize their internal resources to adapt to rapid curriculum transformations, technological integration, and societal expectations [3]. Consequently, schools must treat institutional administration not merely as a routine function, but as a strategic endeavor aimed at fostering continuous improvement across all educational services.

Human Resource Management (HRM) serves as a critical backbone in sustaining organizational stability and driving institutional excellence in secondary education. Effective HRM encompasses systematic planning, competency-based task allocation, continuous professional development, performance supervision, and employee motivation [4]. In school settings, managing teachers and educational support staff requires ensuring that personnel assignments align with individual academic qualifications and professional expertise [5]. When HRM functions operate cohesively, teachers can deliver student-centered pedagogy more effectively, while administrative personnel provide solid operational support [6]. However, inadequate HR planning often leads to misaligned responsibilities and diminished service quality, underscoring the necessity for a strategic and holistic HRM approach.

Despite the recognized importance of HRM, private secondary schools frequently face persistent practical challenges, particularly regarding resource constraints and workload distribution [7]. At SMA Muhammadiyah Mlati, human resource capacity limitations often compel teachers and staff members to assume multiple roles, balancing core instructional duties with additional administrative, extracurricular, or student-affairs responsibilities [8]. While holding multiple assignments can provide staff with opportunities to broaden their managerial competencies, excessive workload without proper balance risks heightening occupational stress and compromising performance consistency [9]. Furthermore, adapting to digital transformation and artificial intelligence in instruction presents an ongoing challenge that necessitates continuous competency enhancement for educators [10]. Addressing these dual demands of workload balance and technological adaptation requires a strategic workforce model tailored to the school's unique operational reality.

To mitigate these challenges, sustainable human resource management strategies must be paired with supportive instructional leadership and a constructive supervision framework. Academic and managerial supervision at SMA Muhammadiyah Mlati needs to transcend mere compliance checking, shifting instead toward dialogical feedback, mentoring, and continuous professional growth. School leaders play a vital role in coordinating personnel, establishing clear task priorities, and fostering an environment of open communication and mutual trust [11]. Effective principal leadership connects individual staff performance with overarching institutional goals, ensuring that professional development initiatives translate directly into improved classroom practices [12]. Therefore, sustainable HRM strategies must embed leadership-driven support systems to maintain staff commitment and performance resilience.

Equally important is the cultivation of a positive organizational work culture that reinforces employee motivation and collective responsibility. At SMA Muhammadiyah Mlati, strong intrinsic commitment to student welfare, collegial relationships, leadership recognition, and shared values serve as pivotal drivers of employee engagement [13], [14]. A work environment grounded in fairness, collaborative teamwork, and professional appreciation encourages personnel to take initiative and maintain high standards of discipline [15]. When institutional culture aligns with strategic HR goals, employees feel valued and empowered, which directly mitigates the burnout associated with holding multiple responsibilities. Building such a culture is thus an indispensable dimension of sustainable HRM aimed at long-term institutional development.

Ultimately, investigating sustainable HRM at SMA Muhammadiyah Mlati provides valuable empirical insights into how private schools navigate personnel constraints while upholding educational excellence. While existing literature highlights the positive impacts of leadership, professional development, and work environment on teacher performance, empirical studies examining these dynamics within resource-constrained Islamic private schools remain limited [16]. Conducting this case study allows for an in-depth exploration of how strategic planning, constructive supervision, collaborative culture, and responsive leadership interact to enhance educational service quality. Therefore, this research aims to formulate a comprehensive sustainable HRM framework specifically designed to optimize organizational capacity, elevate teacher professionalism, and enhance educational service quality at SMA Muhammadiyah Mlati.

2. LITERATURE REVIEW

2.1. Human Resource Management (HRM) in Educational Institutions

Human Resource Management (HRM) within the school context is a strategic process encompassing planning, recruitment, placement, competency development, and performance evaluation of teachers and educational personnel to achieve institutional goals optimally [17]. Effective HR planning must be grounded in an authentic analysis of school needs, student-to-teacher ratios, curriculum demands, and operational budget capacities [18]. In private secondary schools, task allocation frequently encounters complex dynamics where teachers are required to assume multiple roles, such as balancing core instructional duties with administrative, student affairs, or religious program responsibilities [19]. Precise personnel placement based on academic qualifications and professional expertise serves as a foundational key to ensuring that workload distribution does not precipitate diminished work effectiveness or emotional burnout among educators [20].

Beyond task allocation, a crucial dimension of sustainable HRM involves continuous professional development and guidance-based supervision mechanisms [21]. Ongoing training programs covering digital literacy, artificial intelligence (AI) integration in instruction, differentiated learning, and modern assessment practices represent absolute necessities in responding to contemporary curriculum transformations [22]. Performance evaluation through academic and managerial supervision should no longer be treated as rigid

administrative control, but rather leveraged as a constructive, dialogical medium for providing professional feedback, guidance, and consultation [23]. Managing HRM through an integrated system of strategic planning, continuous training, and growth-oriented supervision is empirically proven to optimize individual performance while enhancing overall educational service quality across the institution.

2.2. School Leadership

School leadership acts as the primary driver in directing, coordinating, and motivating all school elements to fulfill the institution's vision and mission [24]. The school principal serves not merely as an administrative manager, but as an instructional leader responsible for driving the quality of classroom teaching and learning [25]. Participative and adaptive leadership styles have been shown to foster open communication channels between management and teaching staff, ensuring that organizational policies including multiple-role assignments are embraced and executed with a heightened sense of shared responsibility [26]. Through consistent mentoring, school leaders can effectively identify operational hurdles faced by staff and deliver timely, strategic solutions.

Furthermore, school leadership holds a strategic role as a moderating factor that reinforces the relationships among professional development, work motivation, and teacher performance [27]. Effective leadership facilitates necessary infrastructure, encourages teacher collaboration through Subject-Teacher Forums (MGMP), and ensures fair recognition of individual staff contributions [28]. In contexts characterized by human resource constraints, a principal's ability to build trust, delegate authority flexibly, and maintain workload balance becomes the decisive determinant of organizational stability. Consequently, human-centered leadership strategies constitute a vital pillar in establishing a sustainable HRM framework.

2.3. Organizational Culture

Organizational culture within a school setting represents the shared system of values, norms, beliefs, and working traditions that shape daily behaviors and interactions among the principal, teachers, and educational support personnel [29]. A positive work culture is characterized by a strong sense of organizational belonging, a collaborative climate, personal discipline, and an unwavering commitment to educational service quality [30]. Deeply embedded cultural values of collegiality and solidarity prove effective in mitigating the adverse impacts of high workloads and role ambiguity experienced by educators [31]. When the workplace environment is anchored in mutual trust and supportive communication, teachers demonstrate higher levels of personal initiative and deliver more consistent job performance.

Empirically, organizational culture exerts a significant and sustained influence on enhancing intrinsic motivation and job satisfaction among school personnel [32]. Strengthening organizational culture goes beyond establishing formal rules; it requires genuine institutional recognition, procedural fairness, and an empathetic social environment fostered by leadership [33]. The alignment of a robust organizational culture with targeted HRM strategies creates a conducive ecosystem where competency development and performance evaluations are perceived as professional growth opportunities rather than punitive threats [34]. Nurturing a healthy organizational culture is therefore a crucial instrument for reinforcing the capacity of private schools to sustain long-term educational excellence.

3. Method

This qualitative research employing a case study approach was conducted in July 2026 at SMA Muhammadiyah Mlati to explore and comprehensively describe the effectiveness of Human Resource Management (HRM), encompassing task allocation, competency development, and school leadership. Research subjects were selected using a purposive sampling technique involving the School Principal, Vice Principals, teaching staff, and educational support personnel as key informants who thoroughly understand managerial dynamics and task distribution within the institution. Data sources comprised primary data obtained through in-depth interviews and direct observation of the working environment, alongside secondary data in the form of official school documents, including assignment letters (SK), supervision instruments, and professional development certificates [35]. Data collection was carried out by applying triangulation techniques integrating field observations, semi-structured interviews, and documentation analysis to ensure the accuracy of information regarding teacher workload management.

Data trustworthiness in this study was established through source and technique triangulation, as well as prolonged engagement, to guarantee the credibility and dependability of the empirical findings [36]. The collected data were subsequently analyzed using an interactive analysis model consisting of data condensation, data display in descriptive narrative form, and conclusion drawing or verification [37]. All

analytical phases were aimed at illuminating the dynamics of multiple roles, constructive guidance-based learning supervision strategies, and the influence of organizational culture and leadership on sustainable HR quality improvement at SMA Muhammadiyah Mlati.

4. RESULTS AND DISCUSSION

4.1. Human Resource Planning and Task Allocation

The findings from observations, interviews, and documentation indicate that human resource management at SMA Muhammadiyah Mlati begins with systematic planning of the needs for teachers and educational personnel. Human resource planning is adjusted to the number of students, curriculum demands, organizational structure, learning programs, and the overall operational needs of the school. Observations revealed that the school has established a clear organizational structure and distributes responsibilities through annual work assignments. Teachers are assigned not only instructional responsibilities but also additional duties related to student affairs, curriculum management, extracurricular activities, administrative services, religious programs, and other school activities. Interviews with school management indicated that task allocation considers teachers' academic qualifications, areas of expertise, professional experience, competencies, and individual capacities.

However, the findings also indicate that human resource planning continues to face challenges related to the availability and distribution of personnel. Several teachers and educational staff members may hold multiple responsibilities because the school must adjust its human resource capacity to its operational conditions. Observations showed that multiple roles can provide opportunities for staff to develop broader managerial and professional competencies, but they may also increase workload and affect the effectiveness of task completion when responsibilities are not properly balanced. Interviews further revealed the importance of flexible task allocation, effective coordination, and continuous monitoring of workload. Therefore, human resource planning at SMA Muhammadiyah Mlati needs to be understood not merely as a process of determining the number of employees required, but also as a strategic process for ensuring that the right individuals are assigned to appropriate responsibilities while maintaining workload balance, organizational effectiveness, and the quality of educational services.

4.2. Recruitment, Placement, and Professional Competency Development

The findings demonstrate that recruitment and placement of teachers and educational personnel are closely related to the school's organizational needs and the competencies possessed by each individual. Observations indicated that teachers are generally assigned to subjects that correspond to their educational backgrounds and areas of professional expertise, while educational personnel are placed according to administrative, technical, and service requirements. Interviews with school leaders revealed that competency, educational qualifications, professional experience, and the specific needs of the school are important considerations in determining personnel placement. Documentation, including personnel records, teaching assignments, organizational structures, and professional development certificates, provides evidence that the school attempts to maintain alignment between personnel competencies and assigned responsibilities.

In addition to recruitment and placement, the school has attempted to develop human resource competencies through various professional development activities. Observations and interviews revealed teachers' participation in professional learning activities such as subject-teacher forums, workshops, seminars, training programs, and other competency-development activities. These activities are particularly important in responding to changes in curriculum policy, digital transformation, the integration of artificial intelligence into education, and the increasing demand for student-centered learning. Documentation of training participation and professional activities further indicates that competency development is regarded as a continuous process rather than a one-time activity.

4.3. Performance Evaluation and Human Resource Supervision

The findings indicate that performance evaluation and supervision constitute important components of human resource management at SMA Muhammadiyah Mlati. Observations showed that teacher performance is monitored through classroom activities, instructional preparation, implementation of learning, administrative responsibilities, attendance, discipline, and participation in school programs. Interviews with school leaders indicated that academic and managerial supervision are conducted to identify the extent to which teachers and educational personnel have fulfilled their responsibilities. Documentation such as supervision instruments, lesson plans, teaching materials, assessment documents, evaluation records, and performance reports supports the finding that performance evaluation is conducted through several indicators rather than relying solely on attendance or administrative compliance.

Furthermore, the findings suggest that supervision at SMA Muhammadiyah Mlati has increasingly been oriented toward professional development rather than merely administrative control. Interviews indicated that supervision results may be followed by feedback, guidance, discussion, and recommendations for improvement. Observations also revealed that communication between school leaders and teachers plays an important role in addressing instructional and organizational challenges identified during the evaluation process. Documentation of supervision activities demonstrates that performance monitoring is integrated into the school's broader quality improvement mechanisms. Consequently, an effective supervision system should be implemented continuously, objectively, and constructively so that teachers perceive evaluation as an opportunity to improve professional practice rather than simply as a mechanism for assessing compliance.

4.4. Motivation, Discipline, and Organizational Work Culture

The research findings show that motivation, discipline, and organizational culture are important dimensions of human resource management at SMA Muhammadiyah Mlati. Observations revealed a work environment that emphasizes responsibility, discipline, cooperation, commitment, professionalism, and exemplary behavior in carrying out educational duties. Teachers and educational personnel are involved in both academic and non-academic activities, indicating a relatively strong sense of collective responsibility for the development of the school. Interviews suggested that employees' motivation is influenced by several factors, including intrinsic commitment to students, professional responsibility, relationships with colleagues, leadership support, opportunities for professional development, and recognition of their contributions.

Nevertheless, the findings also identify workload and the diversity of responsibilities as challenges that may influence employee motivation and consistency of performance. Teachers and educational personnel who undertake multiple roles require effective communication, clear priorities, reasonable workload distribution, and adequate institutional support. Interviews indicate that appreciation and recognition from school leaders can contribute positively to employees' motivation, while a supportive interpersonal environment can strengthen collaboration and organizational commitment. Therefore, strengthening the work culture should involve more than establishing formal regulations; it should also include building trust, open communication, collegiality, appreciation, fairness, and opportunities for professional growth.

4.5. Leadership and Strategies for Sustainable Human Resource Quality Improvement

The findings demonstrate that school leadership plays a strategic role in directing, coordinating, developing, and maintaining the quality of human resources at SMA Muhammadiyah Mlati. Observations showed that school leaders are involved in personnel coordination, task distribution, supervision, program implementation, evaluation, and decision-making related to teachers and educational personnel. Interviews revealed that leadership practices emphasize communication, coordination, guidance, problem-solving, and involvement of personnel in addressing institutional challenges. Documentation such as meeting minutes, annual work programs, organizational structures, supervision records, and school policies provides further evidence that human resource management is integrated into the broader school management system.

The findings further indicate that sustainable human resource development requires a comprehensive and continuous strategy. Such strategies include strengthening teacher competencies, encouraging collaboration among teachers, expanding opportunities for professional development, improving the use of digital technology and artificial intelligence, conducting regular performance evaluations, and maintaining a supportive organizational culture. Interviews with school management suggest that continuous communication and coordination are necessary to ensure that human resource development remains responsive to changing school conditions and educational demands. Documentation of institutional programs also indicates that human resource development is increasingly positioned as part of long-term school quality improvement. Thus, human resource management at SMA Muhammadiyah Mlati should not be viewed merely as an administrative function concerned with personnel arrangements; rather, it represents a strategic component of school management that can strengthen organizational capacity, improve teacher professionalism, enhance employee performance, and ultimately support the achievement of better educational outcomes.

4.6. Discussion

The findings indicate that human resource management at SMA Muhammadiyah Mlati is implemented through systematic planning and task allocation considering student numbers, curriculum requirements, organizational structures, school programs, and staff competencies. Official assignment letters, teaching schedules, and annual work programs demonstrate that HR procedures are formally supported by structured administrative mechanisms. However, the study identifies a practical challenge where limited personnel

capacity compels several staff members to undertake multiple responsibilities. This finding aligns with research showing that workload distribution, organizational culture, and working conditions jointly influence overall teacher performance [38], [39], [40]. Therefore, effective HR planning requires periodic evaluations to balance organizational operational needs with individual employee capacity without compromising task effectiveness.

The second finding highlights recruitment, placement, and professional competency development aligned with academic qualifications and institutional needs. The school applies competency-based placement while actively supporting participation in Subject-Teacher Forums (MGMP), workshops, seminars, and training programs. This approach corresponds strongly with recent empirical studies demonstrating that continuous professional development significantly predicts teacher performance [41], [42], [43]. Furthermore, instructional leadership reinforces this relationship by facilitating opportunities for continuous professional learning among staff. Consequently, competency development at SMA Muhammadiyah Mlati should remain sustained and oriented toward emerging demands, including digital literacy, artificial intelligence, and differentiated pedagogy.

The third finding concerns performance evaluation and supervision executed through classroom observations, lesson preparation, administrative compliance, and academic monitoring. Supervision at the school is increasingly oriented toward constructive guidance, dialogue, and professional improvement rather than mere administrative control. This developmental orientation aligns with empirical research confirming that planned, dialogical [44], [45], [46] significantly enhances teacher performance and reflective practice. Constructive feedback helps educators identify instructional weaknesses and adapt to evolving curriculum requirements more effectively. Accordingly, evaluation processes should be consistently followed by targeted mentoring, peer discussions, and structured monitoring to produce measurable professional growth.

The fourth finding demonstrates that motivation, discipline, and a strong organizational culture constitute foundational dimensions of HR management at SMA Muhammadiyah Mlati. Observations reveal a collaborative work environment driven by shared professional responsibility, colleague support, intrinsic commitment, and leadership recognition. These results align with scholarly literature indicating that positive school culture, work environment, and organizational motivation significantly improve teacher commitment and performance [47], [48], [49]. However, managing multiple role assignments requires institutional leadership to carefully balance workload distribution with employee well-being. Maintaining open communication, fairness, and mutual appreciation ensures that personnel sustain high levels of professional initiative.

The fifth finding underscores the strategic role of school leadership in coordinating personnel, distributing tasks, supervising instruction, and driving organizational decision-making. Leadership practices emphasize participatory guidance, open communication, and joint problem-solving, integrating HR management into the broader institutional quality framework. Previous studies confirm that instructional leadership directly enhances teacher performance while moderating the effects of motivation and professional development [50], [51]. Furthermore, strong leadership connects individual competencies and cultural values with overarching school goals [52]. Thus, school leaders must continue cultivating collaborative partnerships to build an integrated human resource system.

Overall, human resource management at SMA Muhammadiyah Mlati represents an interconnected multidimensional process spanning planning, placement, development, supervision, culture, and leadership. Effective planning lays the ground for accurate placement, while continuous development, supportive supervision, and strong leadership sustain employee performance. These findings align with general literature on teacher performance factors while providing contextual insight into private schools managing limited personnel capacity [53], [54], [55]. Rather than simply expanding staff numbers, the optimal institutional strategy centers on developing an integrated HR framework tailored to local operational realities. Ultimately, this comprehensive approach strengthens organizational capacity and drives continuous improvement in educational service quality.

5. CONCLUSION AND RECOMMENDATIONS

The findings indicate that human resource management at SMA Muhammadiyah Mlati has been implemented through human resource planning, competency-based task allocation, professional development, performance evaluation, supervision, motivation, organizational culture, and strategic leadership, although the school still faces challenges related to limited personnel and multiple responsibilities among staff.

Therefore, the school is recommended to strengthen workload planning and distribution, expand continuous professional development in digital technology and artificial intelligence, implement constructive and regular supervision, strengthen employee recognition and collaborative work culture, and develop participatory leadership strategies to ensure sustainable human resource improvement and enhance the overall quality of educational services.

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