

Educational Quality Management in Improving Human Resources Quality in State Senior High School 2 Banjarbaru

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Abstract: Quality management plays a role in the education process and its relevance in producing superior human resources, quality management of education in high schools can improve the quality of human resources, so it is very necessary and important to conduct research with the aim of providing clarity regarding how quality management of education is in SMA Negeri 2 Banjarbaru, efforts to improve it and supporting and inhibiting factors in improving the quality management of education. The research design used in this study is a qualitative research type. The subjects in this study consisted of the Principal, the Teachers' Council, and several representatives of students at SMA Negeri 2 Banjarbaru. The instruments used in this study were interviews, observations, and documentation. The results of the study showed that quality management of education in SMA Negeri 2 Banjarbaru has contributed significantly to improving the quality of human resources. This can be seen from the achievement of student achievement, teacher competence, and a structured management system. Overall, the quality management strategy of education implemented in SMA Negeri 2 Banjarbaru is effective in improving the competence and competitiveness of graduates. This is reflected in academic achievement, character strengthening, readiness to face the world of work and college, and mastery of technology by students. This effectiveness is reinforced by strong school leadership, competent teachers, a good evaluation system, and a well-established quality culture. In the future, efforts to strengthen quality need to continue through innovation, collaboration, and digitalization of education.

Keywords: Education Quality Management, Human Resources Quality

1. Introduction

Parental Education is a fundamental aspect in building human civilization and is the main pillar in creating the progress of a nation, it is undeniable that the success of a country is largely determined by the quality of its human resources, in a global context, superior human resources are the main indicator in facing increasingly complex international challenges and competition, along with the development of the era and technological advances, the need for competent, creative, and adaptive workers to change is increasing, therefore, education has a strategic role in preparing a generation that is not only intellectually intelligent, but also emotionally, socially, and spiritually mature.

According to Zahwa et al. (2025) highlighted that the development of quality and characterful human resources can be achieved through structured education and training, in this perspective, education is seen as a long-term investment to increase the productivity and competitiveness of the nation at the global level, in the era of globalization and the industrial revolution 4.0 which is marked by digitalization and automation in various sectors of life, the education system is faced with demands to continue to innovate and transform, Furthermore, Dahnial (2024) stated that this revolution has a significant impact on the need for workers, where routine jobs will be replaced by machines and robots, therefore, the education system must be able to adjust the curriculum and learning methods to equip students with adaptive and innovative skills.

Educational quality management is a systematic effort to improve the quality of educational processes and outcomes, Sihombing & Samosir (2021) School quality improvement management is one form of educational reform, educational quality in this case has the meaning of a level of educational process and outcomes as a whole, the implementation of good quality management will have an impact on the creation of a conducive and effective learning environment in shaping the character and competence of students, in the context of schools, the implementation of quality

management aims to create an effective and efficient learning process and improve the performance of educators and student learning outcomes as a whole.

One of the most important elements in the implementation of educational quality management is the role of teachers. Teachers are the main actors in the learning process who directly interact with students. The quality of education is largely determined by the quality of teachers. Anwar (2018: 2) states that the role of teachers in the learning process includes being a facilitator who provides convenience for students, a mentor who helps students in the learning process, and an agent of cognitive development who disseminates knowledge and technology to students and the community. The success of quality management is largely determined by the competence, professionalism, and commitment of teachers in carrying out their roles. Therefore, increasing teacher capacity through training programs and professional development is an absolute must. Teacher training, such as seminars, workshops, technical guidance, and Teacher Professional Education (PPG) is a form of strategic intervention designed to improve the pedagogical, professional, social, and personality competencies of teachers.

The results of initial observations conducted on March 27, 2025 at SMA Negeri 2 Banjarbaru showed that there were 65 teachers, of the 65 teachers, 54 of whom had attended teacher professional education or could be said to be teachers who had teacher certificates, in addition there were also 6 teachers with S2 education qualifications, thus, based on these data, SMA Negeri 2 Banjarbaru can be categorized as a school that has good quality human resources, in this case educators, thus educators should be able to transfer the knowledge they have to students as well and as optimally as possible because the success of education quality management is highly dependent on the consistency and sincerity of educators in implementing student-centered, innovative, and adaptive learning to changing times.

From what has been expressed above, the role of quality management in the education process and its relevance in producing superior human resources, quality management of education in high schools can improve the quality of human resources, so it is very necessary and important to conduct research with the aim of providing clarity regarding how quality management of education is in SMA Negeri 2 Banjarbaru, efforts to improve it and supporting and inhibiting factors in improving the quality management of education.

2. Research Objectives

This study was conducted to analyze how education quality management in an effort to improve the quality of human resources at SMA Negeri 2 Banjarbaru. The specific objectives of this study are as follows:

- a. Analyzing how the implementation of educational quality management at SMA Negeri 2 Banjarbaru improves the quality of human resources
- b. Analyzing the supporting and inhibiting factors in the implementation of educational quality management to improve the quality of human resources at SMA Negeri 2 Banjarbaru
- c. Analyzing the extent to which the effectiveness of educational quality management strategies is in improving the competence and competitiveness of graduates at SMA Negeri 2 Banjarbaru.

3. Research Question

Based on the identification and focus of the problem, the problem formulation found in this study is as follows:

- a. How is the implementation of educational quality management at SMA Negeri 2 Banjarbaru in improving the quality of human resources?
- b. What is the supporting and inhibiting factors in the implementation of educational quality management to improve the quality of human resources at SMA Negeri 2 Banjarbaru?
- c. To what extent is the effectiveness of educational quality management strategies in improving the competence and competitiveness of graduates at SMA Negeri 2 Banjarbaru?

4. Literatur Review

4.1 Education Quality Management

The word "Quality" comes from the English word "quality" which means quality. Quality contains the meaning of a structured process to improve the output produced. In the Great Dictionary of the Indonesian Language, quality is related to the good or bad of an object; level; or degree, for example, cleverness, intelligence and so on.

Quality is the fulfillment of stakeholder needs, has a prevention system, has a standard without defects and has a measure of dissatisfaction price. Quality is defined as everything that determines stakeholder satisfaction and efforts to change towards continuous improvement. From these definitions, it can be concluded that quality is a measure to express the essence/value of an object or thing in the form of an ideal standard that is to be achieved in a process.

The contribution of the education sector to the nation is certainly not just the provision of education, but also realizing quality education, both in terms of input, output, and outcome. Quality education input is quality teachers, quality students, quality facilities and various aspects of quality education implementation. A quality education process is a quality learning process. The output of quality education is graduates who have the required competencies. Meanwhile, the outcome of quality education is graduates who are able to continue higher education or are absorbed in the business world or industry (Umar, 2018).

Quality management in the context of education is a series of planned activities aimed at improving the quality of education provision in a sustainable manner. According to Wulandari & Setiawan (2024), quality management is a systematic approach carried out through the process of planning, implementing, evaluating, and continuously improving to achieve predetermined quality standards. Suryadi et al. (2024) emphasized that in education, quality management does not only focus on student learning outcomes, but also on the entire educational process, including teacher performance, curriculum, facilities and infrastructure, and school culture.

Furthermore, Abdullah (2018) stated that the implementation of quality management requires the involvement of all elements in educational institutions, from principals, teachers, education personnel, students, to parents and the community. The principles that form the basis of quality management according to Elugbaju et al. (2024) include customer orientation (stakeholders), visionary leadership, involvement of all members of the organization, process approach, continuous improvement, and data-based decision making.

In practice, education quality management requires a cycle known as Plan-Do-Check-Act (PDCA). This cycle ensures that every school program and activity is strategically designed, optimally implemented, objectively evaluated, and improved based on evaluation results to improve educational effectiveness.

Thus, in general it can be concluded that quality management in education is a strategic effort to guarantee and improve the quality of all aspects of education in a planned, systematic and sustainable manner in order to produce superior and competitive human resources.

Improving the quality of quality educational institutions must be done by every educational institution. In improving the quality or quality of education is determined by many parties involved in it, including the government, society, schools, parents and students themselves. With cooperation from all parties, integrated and programmed quality improvements will be easy to obtain.

Machali & Hidayat (2018) stated that the elements of quality in the context of education include 3 important components, namely:

- a. Input. Educational input is something that must be available because it is needed for the continuity of an educational process. Examples include all forms of teaching materials, school facilities and infrastructure, administration, a conducive atmosphere, and other resources that support the success of an educational process. Input readiness is essential for the process to run smoothly. In other words, input is a prerequisite for the process to take place. Therefore, the high or low quality of input can be measured from the readiness of the input. The higher the readiness of the input, the higher the quality of the input.
- b. Process. The educational process is the change of something into something different from before, without a good process, the predicate of a quality school will not be achieved. In this educational process, it can be mentioned an act of decision making, institutional management process, program management process, teaching and learning process and monitoring and evaluation process. With the note that the learning process has the highest level of importance compared to other processes. The process is said to be quality if the coordination and alignment and guidance of school input are carried out harmoniously, so that it can create comfortable learning, can encourage motivation and interest in learning, and can truly empower students.
- c. Output. Educational output is the result of school performance; it can be said that school achievements are the result of the process and behavior of the school itself. School performance can be measured by its quality, effectiveness, productivity, efficiency, innovation, work quality and work morale.

4.2 Human Resources

According to Torrington (2014) there are three definitions of Human Resources, first human resources are humans who work in an institution (also called personnel, labor, workers or employees). Second, human resources are human potential as a driving force for an organization in realizing its existence. Third, human resources are potential that is an asset and functions as capital (non-material/non-financial) in a business organization that can be realized into real potential physically and non-physically in realizing the existence of the organization.

According to Tsauri (2022) explains that in general, the definition of human resources can be divided into two, namely macro and micro human resources. The definition of macro human resources is the number of productive age population in a country, while the definition of micro human resources is more focused on individuals who work in an institution.

Basically, human resources mean people who carry out tasks to achieve certain goals. In the context of educational institutions, it is limited to employees or term employees, therefore what is meant by educational institution personnel includes elements of teachers and education personnel. In the scope of education, in general there are two groups of people in the implementation of education, namely students and educators and education personnel (Dacholfany, 2017).

Law Number 20 of the National Education System of 2003 also states that educational institutions consist of two models of human resources: educators and education personnel. Educators are experts in planning and implementing the learning process, assessing learning outcomes, providing advice and training, and conducting research and community service, especially those outsourced to educators in the field of higher education. Education personnel are assigned with the task of carrying out management, administration, coaching, supervision, and technical services to support the education process in education units.

Human resource management is a management process carried out by a leader (principal) to subordinates (educators and education staff) to achieve the goals of educational institutions. According to Fika & Zohriah (2024) teachers are not only teachers and educators, but also employees. Loyalty, integrity, discipline, and performance are the most important things when becoming an employee. Meanwhile, creativity, innovation and dedication, as well as honesty (morality), and discipline are things that happen when becoming an educator or teacher. An educator is very much needed to develop a learning culture for his students. Meanwhile, other personnel, such as employees or other employees, only work which will later be rewarded in the form of a salary. Educators and education staff in a school are expected to be able to understand and also carry out the vision, mission, or goals of the school. In addition, the commitment and skills of educators and education staff are also very much needed to optimize the process of achieving the goals of an organization.

In educational institutions in general, the most important asset that must be owned and must be considered in management is human (HR), because they are the ones who design and produce educational innovations, supervise quality, market products, allocate financial resources, and formulate all strategies and goals of the organization. Human resources are what make other resources work.

According to Ulfatin & Triwiyanto (2016) there are 4 objectives of human resource management in the world of education, including the following:

- a. Personal objective. As for individuals and educators, the personal objective in question is working to earn a living or meet daily needs or family needs. In addition, it is also a calling of the heart or a calling of life that is used to practice knowledge. This HR management does provide equal opportunities for each individual to achieve their personal goals.
- b. Functional objectives. In this objective, it is more about the process of supervising educators and education personnel regarding the tasks they carry out. This can be done by maintaining and facilitating teachers so that they can carry out their duties optimally according to their duties and functions. Examples such as keeping teachers from being late, and also teachers can make good learning preparations.
- c. Organizational goals. These organizational goals can be reflected in the achievement of performance and also the productivity of the organization.
- d. The goal of society. This goal can be reflected in the success of the generation produced by the school as citizens who are much more qualified than before.

Furthermore, according to Ahammad (2017), human resource management (HRM) is a strategic function that focuses on the recruitment, hiring, training, and development of an organization's employees. The purpose of this function is to optimize the use of human resources to achieve organizational goals and increase productivity, which in this case is related to educational goals. According to Rais & Nasor (2023), improving the quality of human resources means educational programs. Because education is the most important way to produce quality human resources. In this case, training must be completed for all groups. In addition to equalizing education, efforts need to be made to improve the quality of education. These efforts include providing education from an early age and improving the quality of education from an early age. And there are more and more initiatives to increase access to higher education, including offering higher education institutions the opportunity to learn and continue their education for those who are still economically disadvantaged. We must continue to improve the quality of education to prepare the next generation of the nation who are reflective, sensitive and ready to develop over time. Education must also be able to produce the next generation who are patriotic and wise, and able to build the country. Education is not only for the government, but for everyone. The importance of education as a means of national development must be shared and celebrated.

5. Research Methodology

5.1 Research Design

Design and type research used in study This is study qualitative. According to Lincoln & Denzin (1994) research qualitative is study with background behind natural with Meaning For explain phenomena that occur and are carried out with method involving method study others. According to Creswell (2016) research qualitative is research that explores and understands meaning in a number of individuals or a group of people who come from social problems. Research qualitative in a way general can be used for study about life society, history, behavior, concept or phenomenon, problem social, etc.

5.2 Research Sample

According to Sugiyono (2019), the subject of research is a party related to the research (informant or resource person) to obtain information related to research data which is a sample of a study. The subject of research can provide information about research data that can explain the characteristics of the subject being studied. The subjects or informants in this study were the principal and teachers at SMA Negeri 2 Banjarbaru, as well as some students at SMA Negeri 2 Banjarbaru

5.3 Research Instrument

Instruments do not always have to be present in all research. However, one thing that must be known is that instruments are the lifeblood of a study. This is in accordance with Arikunto's opinion which states that "Research instruments are

something that is most important and strategic in their position in all research activities. Research instruments depend on the type of data needed and are in accordance with the research problem. The existence of research instruments is a very integral part and is included in the research methodology component because research instruments are tools used to collect, examine, and investigate a problem being studied. In this case, it can be concluded that the instrument is only a tool that will be used by researchers to collect accurate data.

Research instruments can also be interpreted as tools to collect, process, analyze and present data systematically and objectively with the aim of solving a problem or testing a hypothesis. So, all tools that can support a study can be called research instruments or data collection instruments. According to Suharsimi Arikunto, what is meant by data collection instruments are tools chosen and used by researchers in their activities to collect so that the activities become systematic and facilitated by them.

The research instruments used in this study were interviews and observations. Interviews according to Sugiyono (2019) stated that interview is meeting of two people between researchers with informants for exchange information and ideas through asking answer about the object to be studied by researchers that is How management Quality of Education in increase quality source Power humans at State Senior High School 2 Banjarbaru. Therefore, that need do interview This done with head school, teachers' council, and some participant study at State Senior High School 2 Banjarbaru in order to get information further required in research. Next observation, observation according to Sugiyono (2019) stated that through observation researcher Study about behavior and meaning from behavior in a way direct at the location for know what happened and prove truth from research that will be done. In case This researcher in a way direct observes and review direct to State High School 2 Banjarbaru.

6. Findings and Discussion

6.1 General Description

SMA Negeri 2 Banjarbaru is one of the leading state senior high schools in Banjarbaru City, South Kalimantan. This school has a vision of "Excellence in Achievement, Character, and Environmental Awareness". Currently, the school has 30 study groups, with a total of around 1,046 students, and 65 teachers. Of the 65 teachers, 54 teachers already have teacher certificates.

6.2 Analysis of Research Question

6.2.1 Research Question 1: How is the implementation of educational quality management at SMA Negeri 2 Banjarbaru in improving the quality of human resources?

This study examines the implementation of educational quality management in an effort to improve the quality of human resources at SMA Negeri 2 Banjarbaru. Based on the results of interviews, observations, and documentation, several main findings were found as follows:

a. Educational Quality Planning

The school has designed educational quality planning through annual work programs and School Work Plans (RKS). The main focus of the planning includes Improving teacher competency through training, workshops, and certification. Implementation of the Independent Curriculum and strengthening the Pancasila Student Profile Strengthening Project (P5), Integration of technology in learning, Strengthening extracurricular activities and career guidance.

b. Implementation of Quality Management

The implementation of educational quality at SMA Negeri 2 Banjarbaru is supported by the Total Quality Management (TQM) approach, with the principal of involvement of all school residents, continuous improvement, and focus on student and parent satisfaction. Some of the activities carried out: Periodic academic supervision, Digital-based learning monitoring, Evaluation of learning outcomes through formative and summative assessments, Collaboration between teachers in the Learning Community.

c. Evaluation and Supervision

Quality evaluation is carried out through: Teacher performance assessment by the principal and supervisor, Student and parent satisfaction surveys at the end of each semester, Internal evaluation meetings every quarter, Reporting of learning outcomes through e-report applications and LMS.

In relation to efforts to improve the quality of human resources at SMA Negeri 2 Banjarbaru, there are several impacts of the implementation of quality management that have a positive impact on the quality of human resources, both for students and educators, namely as follows:

1) Learners

- a) Improvement of student learning outcomes in each academic year.
- b) Many students passed the SNBP and SNBT selection and were accepted into prestigious universities.
- c) Students are active in academic and non-academic competitions at city, provincial and national levels.

2) Teaching Staff

- a) 85% of teachers have participated in the Independent Curriculum and P5 training.
- b) Most teachers have been certified and are active in continuing professional development (CPD).
- c) Improving the quality of the learning process to be more interactive and student-centered.

Based on research findings, education quality management at SMA Negeri 2 Banjarbaru has been implemented well through a systematic approach. Planning, implementation, and evaluation show alignment in achieving the goal of

improving the quality of human resources. This is in line with the theory of Total Quality Management (TQM) which emphasizes continuous improvement and the involvement of all elements of the organization. The success of schools in improving the quality of human resources cannot be separated from the leadership factors of the principal, the culture of quality that is instilled, and strong collaboration between teachers, students, and parents.

6.2.2 Research Question 2: What is the supporting and inhibiting factors in the implementation of educational quality management to improve the quality of human resources at SMA Negeri 2 Banjarbaru?

a. Supporting Factors

1) Visionary Principal Leadership

The principal has an important role in driving all components of the school. Leadership that is open to change, able to build a solid team, and focuses on quality is the main driving force for the success of the education quality improvement program

2) Teacher Competence and Profesionalism

The majority of teachers have been certified and are active in continuing professional development (PKB) activities. Good pedagogical skills and mastery of the material support a quality learning process.

3) Positive School Culture

The creation of a conducive, disciplined school environment, as well as a collaborative and results-oriented work culture, makes the quality improvement process more focused.

4) Parent and School Committee Support

Parental involvement through the school committee in supporting educational quality programs such as providing learning facilities, training, and tutoring is a significant external force

5) Use of Technology in Learning and Management

The use of Learning Management System (LMS), e-reports, and other digital platforms supports the efficiency of the teaching and learning process and academic reporting in real time and transparently.

6) Cooperation with External Parties

The school establishes partnerships with universities, industry, and training institutions that contribute to improving insight, teacher training, and student readiness for the world of work and higher education.

b. Inhibiting Factors

1) Budget Constraints

Not all quality improvement programs can be implemented optimally due to limited funding, especially for teacher training, procurement of laboratory equipment, or comprehensive digital system development.

2) Disparities in Access to Technology for Students

Some students from low-income families still have difficulty accessing devices and stable internet connections, especially for online or hybrid learning

3) Limited Facilities and Infrastructure

Several facilities such as science laboratories, practice rooms, and multimedia rooms are not yet fully adequate or are still in limited condition, thus hampering the implementation of project-based and practice-based learning.

4) Resistance to Change

Some educators still show a less adaptive attitude towards changes in the curriculum and digital-based management systems, so that the quality improvement process is uneven.

5) High Administrative Burden of Teachers

Teachers face many administrative tasks in addition to teaching duties, which has the potential to reduce focus on improving the quality of learning and self-professional development.

c. Efforts to Overcome Obstacles

Some strategies taken by the school to overcome these obstacles include:

1) Optimizing BOS funds transparently and efficiently for quality priority programs.

2) Submitting a proposal for assistance with facilities to the Department of Education and the Ministry of Education and Culture.

3) Providing internal training to improve teachers' digital literacy.

4) Providing learning equipment loans to students in need.

5) Improve the efficiency of teachers' time management and workload.

6.2.3 Research Question 3: To what extent is the effectiveness of educational quality management strategies in improving the competence and competitiveness of graduates at SMA Negeri 2 Banjarbaru?

a. Effectiveness in Improving Graduate Competence

The educational quality management strategy implemented at SMA Negeri 2 Banjarbaru has shown a high level of effectiveness in improving student competency, as demonstrated by:

1) Increased academic and non-academic achievements:

Graduates of SMA Negeri 2 Banjarbaru consistently record high exam results and achievements in city, provincial, and national level competitions (for example, OSN, FLS2N, and debate competitions).

2) Implementation of Independent Curriculum and P5 Project:

A more flexible and contextual curriculum encourages students to develop critical thinking, problem-solving, and collaboration skills.

3) Technology-based learning and digitalization:

The use of digital platforms in the learning process (such as LMS, Google Workspace, e-reports) improves students' digital literacy, which is an important competency in the 21st century.

4) Strengthening character and soft skills through extracurricular activities and career guidance:

A varied extracurricular program and excellent guidance services help students develop leadership, social responsibility and self-confidence.

b. Effectiveness in Increasing Graduate Competitiveness

From the perspective of graduate competitiveness, the educational quality management strategy has proven to:

1) Increasing the number of graduates accepted into top universities:

School data shows that many students have successfully passed the SNBP, SNBT, and independent selection at favorite universities, both in and outside Kalimantan.

2) Cultivating entrepreneurial interest and work readiness:

Skills training and internship programs that partner with the industrial world (through SMK-PK or cross-department programs) provide opportunities for graduates who choose not to continue their studies to go straight to work or become entrepreneurs.

3) Early introduction to the world of work:

Collaboration with alumni and external institutions broadens students' horizons into the professional world, including provision on personal branding, digital portfolios, and career development.

c. Visible Indicators of Effectiveness

The indicator and achievements at state high school 2 Banjarbaru as shown in Table 1.

Indicator	Achievements at State High School 2 Banjarbaru
Average passing grade	Increasing every year (value above national standard)
Number of students accepted by PTN	± 60–70% of total graduates each year
Number of outstanding students	>100 students/semester (various competition fields)
Extracurricular participation	>80% of students actively participate in extracurricular activities
Certified/competent teachers	± 85% of teachers are certified and active in training

Table 1. Indicator and achievements at state high school 2 Banjarbaru.

Table 1. illustrates the performance achievements of State High School 2 Banjarbaru based on several key indicators. The average passing grade increases each year, consistently above the national standard. Around 60–70% of graduates are accepted into public universities (PTN) annually, reflecting strong academic competence. More than 100 students per semester achieve distinctions in various competitions, while over 80% of students actively participate in extracurricular activities, showing high engagement beyond academics. Additionally, approximately 85% of teachers are certified and actively involved in professional training, demonstrating a strong commitment to educational quality and teacher development.

7. Conclusion

Educational quality management at SMA Negeri 2 Banjarbaru has contributed significantly to improving the quality of human resources. This can be seen from the achievement of student achievement, teacher competence, and a structured management system. Overall, the educational quality management strategy implemented at SMA Negeri 2 Banjarbaru is effective in improving the competence and competitiveness of graduates. This is reflected in academic achievement, character building, readiness to face the world of work and college, and student mastery of technology. This effectiveness

is reinforced by strong school leadership, competent teachers, a good evaluation system, and a well-established quality culture. In the future, efforts to strengthen quality need to continue through innovation, collaboration, and digitalization of education.

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Conflict of Interest

The authors declare no conflicts of interest.

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