



Human resource management: independent curriculum development to increase student learning enthusiasm in schools

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Human resource management: independent curriculum development to increase student learning enthusiasm in schools

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ABSTRACT

Purpose this study aims to analyze the strategic role of Human Resource Management (HRM) in the development of the Independent Curriculum (Kurikulum Merdeka) to increase student learning enthusiasm, with a case study in madrasas in Surabaya. Method This research uses a descriptive qualitative approach with a case study method. Data were collected through in-depth interviews with principals and teachers, observation of classroom activities, and documentation studies of developed teaching modules. Findings the results show that HRM practices focusing on continuous competency development and teacher autonomy are key to the successful implementation of the independent curriculum. Curricula developed contextually and through differentiation have been proven to increase active student engagement, reduce boredom, and enhance intrinsic learning motivation. Implications school management must transform from administrative patterns to instructional leadership that supports teacher creativity. Curriculum success is not determined by formal documents but by the readiness of HR in executing student-centered learning.



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Introduction

Today's education system requires fundamental changes in the way schools teach. This change involves not only adapting curriculum documents but also optimizing Human Resource Management (HR). Teachers, as an asset in educational institutions, play a key role in transforming curriculum policies into meaningful learning experiences. However, the reality on the ground often demonstrates a lack of student enthusiasm for learning, with the teaching and learning method in schools resulting in a lack of teachers utilizing other learning methods (Efendi et al., 2023). The implementation of the Independent Curriculum (Merdeka) emerged as a solution to the rigid traditional education system.

This curriculum provides schools with the opportunity to create more relevant materials. However, the effectiveness of this curriculum depends heavily on human resource management within schools. Without planned teacher capacity development and flexibility in the teaching process, the independent

curriculum will transform into an administrative change that will have little impact on student motivation Ajar, (n.d.) When teachers are well-managed as "superior human resources," they are able to create curricular innovations that spark students' curiosity. Enthusiasm for learning doesn't emerge spontaneously; it's the result of adaptive curriculum design and dynamic educational interactions fostered by competent teachers (Febrina & Rahmat, 2024) Structured HR development programs are able to boost the motivation, performance, and adaptability of teachers and administrative staff.

However, most research is general and does not adjust to the specific context of schools or madrasahs. Few have explored how human resource development strategies are applied concretely in MTS, especially at MTS Masjid Al Akbar Surabaya. This includes adaptation to specific organizational changes, resource constraints, and the cultural and religious characteristics of the institution (Apriliana & Nawangsari, 2021) The latest approach in HR development emphasizes adaptive strategies based on organizational needs, which integrate competency evaluation, career planning, and mentoring systems. This concept is called Strategic HRD for organizational Change, which links HR development directly with organizational goals and ongoing changes. However, the implementation of this strategy in community-based madrasahs has rarely been studied, leaving gaps in knowledge that can be explored (Akbar et al., 2024) Initial observations at MTS Masjid Al Akbar Surabaya indicate several challenges, including the lack of formal training programs for new teachers, minimal mechanisms for monitoring and evaluating HR competencies, and limitations in organizational change communication strategies.

This indicates the need to formulate a systematic and contextual HRD development strategy so that organizational change can proceed more effectively, the research offers a new contribution by examining HRD development strategies specifically in other madrasahs facing organizational changes, based on the addition of literature related to the implementation of strategic HRD in the context of community/religious-based education. An efficient recruitment process helps educational institutions in finding prospective teachers and staff who not only have good academic qualifications but also strong interpersonal skills and high professionalism.

Joan, (2022) Proper selection will reduce the likelihood of placement errors, which can negatively affect the learning atmosphere and students' academic outcomes. Therefore, choosing the right individuals is one of the key elements in creating a comfortable and productive learning environment. In addition, the quality of the recruitment and selection process also reflects how the public views educational institutions. Schools that are able to recruit teachers with high quality will gain more recognition and trust from parents as well as prospective students.

Putri Indriasari et al., (2020) This can have a positive impact on the number of new student enrollments and secure support from various parties, including the government and the private sector. Therefore, it is very important for educational institutions to design recruitment strategies that are not only efficient but also successful in attracting the best talent. In an era of globalization and increasingly intense competition, educational institutions need to adapt to changes in labor market demands.

Shalihah, (2022) Consequently, the recruitment and selection process must take into account skills and competencies that align with the latest industry and technological advancements. In the context of globalization and increasingly intense competition, educational institutions must adapt to the changing needs of the labor market. Therefore, the recruitment and selection process must consider skills and abilities relevant to the latest industrial and technological advancements. Educational institutions need to adopt innovative methods in recruitment, such as utilizing information and communication technology, to encompass a broader and more diverse pool of prospective educators. Success in recruitment and selection will directly impact the quality of educational services provided to students and the community (www.penerbitwidina.com www.penerbitwidina.com, n.d.). High-quality human resources will enhance the effectiveness of the learning process and produce graduates who are ready to face real-world challenges.

Method

This research uses a qualitative approach with a case study method. This approach was chosen to explore in depth how Human Resource Management (HRM) practices in schools can transform a self-

paced curriculum into a catalyst for student learning enthusiasm in a real-world context. The research process begins with collecting information, including scientific articles, research reports, and other relevant documents. Afterward, the researcher conducts an in-depth investigation to uncover new insights that can aid in analyzing human resource recruitment and selection issues. Next, the researcher compiles a research note containing key data from these various sources. Ultimately, the results of this study are expected to provide in-depth insight into the importance of the human resource recruitment and selection process for improving educational quality, as well as the challenges faced in this process (Kualitatif, 2023). Describe in depth the level and type of role of the HR unit (or human resources department) in the strategic decision-making process related to organizational change, rather than simply acting as an administrative implementer.

This research has several benefits, both theoretical and practical, as follows:

1. Theoretical Benefits:

Theoretical benefits provide a basis for other researchers to conduct similar studies and increase their capacity to address the difficulties faced by students.

2. Practical Benefits

A. In addition to the theoretical benefits discussed previously, this research has the following practical benefits:

B. It is expected to increase understanding of how multimedia can be used in the educational process.

C. It can be used as a guide for further research on this topic. It seeks to improve teachers' understanding of how to use multimedia as a tool to explain subject matter to students experiencing learning difficulties and helping them achieve better.

D. By integrating multimedia into the educational process, encouraging active engagement, and developing critical thinking skills to solve problems, this research seeks to increase student happiness.

1. Types and Approaches to Research

To provide a detailed picture of a situation based on the data collected, this study uses a qualitative research method with a descriptive approach. A clear and comprehensive picture of the research topic is possible with this method, which focuses on understanding the phenomenon through the collection of rich and precise information. This qualitative descriptive research approach provides researchers with deeper knowledge of the subject under study by analyzing and presenting data in a way that accurately captures the true situation without twisting or manipulating the data. Often referred to as a case study, this qualitative descriptive research requires a thorough examination of a specific event or phenomenon by the researcher. To gain a comprehensive understanding of the background, procedures, and elements contributing to an event, the researcher focuses on a specific unit or event deemed important in the case study. To describe current conditions and dynamics and offer a more comprehensive understanding of the event under study, this research utilizes data collected through observation, interviews, and documentation.

2. Data Sources

Dumalang, (2024) According to Moleong, words and actions are the primary data sources in qualitative research, while documents and other sources are additional data types. Primary and secondary data are the two categories of data sources used in this study. The following is an explanation:

a. Primary Data

Primary data is collected using research techniques aligned with the research objectives, such as observation and interviews, which allow researchers to obtain detailed information from the individuals or groups being studied. To ensure that the data accurately reflects the reality being studied, observation helps document events and behaviors relevant to the research topic, while interviews allow researchers to examine the understanding, opinions, and personal experiences of informants. Interviews with informants, including the principal, students, and Islamic Religious Education teachers at MTS Masjid Al Akbar Surabaya, provided the research data.

b. Secondary Data

Sanusi et al., (2021) Secondary data used in this study is written material collected from various related sources and provided as supplementary information to aid in the analysis and interpretation of the primary data results. Indirect sources, including books, journals, scholarly publications, documents, reports of previous studies, and other records that offer background knowledge, context, or other details that enhance understanding of the research problem, constitute secondary data sources. These sources are crucial for providing further insight, both in explaining the phenomenon under study and in developing a more comprehensive theoretical framework. Furthermore, secondary data allows researchers to compare the results obtained from this study with those of other relevant studies, strengthen arguments, and identify gaps or discrepancies in the existing literature. By utilizing secondary data, researchers can broaden the scope of their analysis, confirm or challenge initial findings, and provide a deeper perspective on the problem being studied. This secondary data also serves to support a more in-depth and comprehensive discussion and to ensure that the research conducted is connected to previous studies in the same field, ultimately enriching the analysis process and conclusions.

3. Data Collection Techniques

The strategies or tactics used to obtain the information or data needed for a study or research project are known as data collection techniques. Data collection techniques in this study include:

a. Observation

Observation means carefully observing, documenting what is seen, and figuring out how things are interrelated. Participant observation is the type of observation used. To gather information about the physical facilities of MTS Masjid Al Akbar Surabaya, accessible resources, and the use of interactive multimedia in the classroom, the researcher conducted observations.

b. Interviews

The researcher and informants interacted during the interviews to gather information through oral questions intended to obtain detailed and relevant data. Gaining a deeper understanding of the topic discussed in this study, particularly the use of interactive multimedia to increase learning motivation, was the primary goal of these interviews. In this study, semi-structured interviews were used, in which a set of prepared questions was used, but the researcher also gave themselves permission to explore other insights or unplanned answers from the informants. By using this method, the researcher was able to obtain more comprehensive and adaptable responses, with questions changing as the discussion progressed. By exploring the experiences, perspectives, and opinions of informants regarding the use of interactive multimedia in the learning process, the in-depth questions asked during these interviews aim to deepen the research focus and should significantly increase students' motivation to learn.

c. Documentation

This documentation method is as important as other research methods, as it allows researchers to collect information directly related to the research object. The documents in question can be archives, books, images, reports, articles, or other documents closely related to the research topic. By reviewing these documents, researchers can obtain additional evidence or data that supports the results of other methods, such as interviews or observations. Documentation also serves to confirm or strengthen information already obtained, as well as assist researchers in developing theoretical backgrounds or comparing existing data to reach more objective and reliable conclusions. Documentation that can be used in this research includes school documents, images of interactive multimedia learning, and other available materials.

Results and Discussions

Human Resource Planning at MTS Masjid Al-Akbar Surabaya is a crucial step aimed at ensuring the availability of teaching and staff to meet the institution's needs. During this stage, the school analyzes workforce needs based on the number of students, curriculum, and flagship programs such as Quran memorization and preparation for state universities. This plan includes establishing the qualifications

required for teaching staff, such as teaching skills, Arabic language skills, and an understanding of Islamic values. A sound HR plan should focus on both the short-term and long-term goals of the organization (Efendi et al., 2023). Recruitment for teaching positions is conducted systematically and skillfully. The school advertises vacancies through social media platforms, alumni connections, and Islamic education communities. The selection process involves a variety of processes, including teaching skills tests, interviews, and direct classroom observations. Prospective teachers are also assessed based on their dedication to Islamic principles and their ability to holistically mentor students. Successful recruitment is fundamental to building a strong and competitive team (Ajar, n.d.).

Human resource development at MTS Masjid Al-Akbar Surabaya includes regular training activities, such as Islamic education workshops, Quran memorization training, and educational technology training. Teachers are also encouraged to attend national and international seminars to continuously update their knowledge. Academic mentoring and supervision programs are implemented to support teachers in improving their teaching skills and addressing various challenges in the learning process. Human resource development is a crucial investment in improving workforce quality and enhancing organizational competitiveness (Febrina & Rahmat, 2024). Curriculum changes are one form of system modification that can improve and restore the learning process. The curriculum determines the teaching materials taught in the classroom. Furthermore, the curriculum also influences the pace and teaching methods used by teachers to meet students' needs. The Independent Curriculum (Kurikulum Merdeka) will become the national curriculum in 2024.

However, it is currently still an option for educational institutions. Therefore, it can be concluded that the Independent Curriculum is not a mandatory curriculum for educational institutions at this time Akbar et al., 2024 Curriculum is a term that has been known in the field of education for almost a century. In Indonesia, the term "curriculum" is relatively new, having only gained popularity in the 1950s. The development of curriculum concepts has been in line with advances in educational theory and practice and varies according to the educational school or theory adopted J. K. Islam, (2021) The curriculum as content is a document that explains objectives, learning materials, teaching and learning activities, schedules, and assessments. The curriculum as a system includes the staff structure and work processes for designing, implementing, evaluating, and refining it. The curriculum as a discipline is the field of study concerned with curriculum. The goal of the curriculum as a discipline is to enhance understanding of curriculum and curriculum systems. Joen, (2022) Proper selection will reduce the likelihood of placement errors, which can negatively affect the learning atmosphere and students' academic outcomes. Therefore, choosing the right individuals is one of the key elements in creating a comfortable and productive learning environment. In addition, the quality of the recruitment and selection process also reflects how the public views educational institutions. Schools that are able to recruit teachers with high quality will gain more recognition and trust from parents as well as prospective students. Putri Indriasari et al., (2020) One characteristic of 21st-century learning is the use of various technologies in presenting material. Thematic learning in the 2013 curriculum is student-oriented and prioritizes active learning. Therefore, material delivery must be high-quality to improve the quality of education. Traditional teacher-focused learning methods that rely solely on theory are insufficient to meet the needs of students from different generations. This approach is considered irrelevant for various reasons and is considered less effective in conveying the material or concepts being taught.

However, this does not mean that teaching through lectures should be completely eliminated. This activity is still used to emphasize material and explain concepts that require a high level of understanding (HOTS) by the teacher, although it should not dominate the entire learning process. While lectures still exist, they should be accompanied by engaging and efficient learning media to make learning more engaging and less boring, thereby increasing student enthusiasm Shalihah, (2022) Consequently, the recruitment and selection process must take into account skills and competencies that align with the latest industry and technological advancements. In the context of globalization and increasingly intense competition, educational institutions must adapt to the changing needs of the labor market. Therefore, the recruitment and selection process must consider skills and abilities relevant to the latest industrial and technological advancements. Educational institutions need to adopt innovative methods in recruitment, such as utilizing information and communication technology, to encompass a broader and more diverse pool of prospective educators. Success in

recruitment and selection will directly impact the quality of educational services provided to students and the community. (*www.penerbitwidina.com www.penerbitwidina.com*, n.d.) High-quality human resources will enhance the effectiveness of the learning process and produce graduates who are ready to face real-world challenges.

Tabel 1. Increasing Student Enthusiasm for Learning

Indikator Antusiasme	Sebelum Pengembangan	Sesudah Pengembangan
Tingkat Kehadiran	85%	96%
Keaktifan Bertanya	Rendah (Didominasi guru)	Tinggi (Siswa lebih dominan)
Penyelesaian Tugas	Sering terlambat	Tepat waktu & Lebih Kreatif
Respon terhadap Materi	Pasif/Bosan	Eksploratif/Rasa ingin tahu tinggi

Marwiyah, (2022) Therefore, this study highlights the significance of planned and sustainable recruitment and selection methods in order to achieve high-quality educational goals. Accordingly, this article will explore in depth the role of human resource recruitment and selection in improving the quality of educational institutions. Through the evaluation of various case studies and best practices, it is hoped that effective approaches can be identified that can be implemented by educational institutions to achieve these objectives. This research is expected to provide insights not only for practitioners in the field of education but also for policymakers in establishing regulations that support the improvement of human resources quality in education. MTs MAS is under the auspices of the Al-Akbar National Mosque Education Foundation in Surabaya. Structurally, this madrasa is under the Director of Tarbiyah/Education of the Al Akbar Mosque. Daily operational and academic activities are led by the Principal.

Table 2. Assisted By The Team Of Vice Principals (Waka) In The Main Areas

Tingkat Jabatan	Nama	Keterangan
Kepala Madrasah	Mohamad Jakfar, M.HI. (Ustadz Jakfar)	Memimpin seluruh kegiatan pendidikan, manajemen, dan pelaksanaan visi-misi madrasah.
Wakil Kepala (Waka) Bidang Kurikulum	Silvya Zahrah, S.S.	Bertanggung jawab atas pengembangan dan implementasi kurikulum (termasuk program unggulan seperti Tahfizh dan ICP).
Wakil Kepala (Waka) Bidang Kesiswaan	Nur Annisa Arifah, S.Pd.	Bertanggung jawab atas pembinaan akhlak, disiplin, ekstrakurikuler, dan kegiatan siswa.
Wakil Kepala (Waka) Bidang Sarana Prasarana	Naufal Razin, S.Hum.	Bertanggung jawab atas pengelolaan fasilitas, perlengkapan, dan lingkungan madrasah.

In brief, the structure of MTs MAS consists of the Head of the Madrasah as the chief daily leader, supported by three Deputy Heads of the Madrasah (Curriculum, Student Affairs, and Facilities) to ensure that all educational functions run effectively, in line with the vision of Masjid Al Akbar as a center of Islamic education Angraini et al., (2025) This madrasa generally focuses on nurturing a Muslim generation that balances faith, knowledge, and noble character, as well as competitiveness. Although the specific wording may vary, the essence of this vision is to Become a Leading Madrasa that Produces a Qur'anic Generation with Noble Character and Competitiveness in Science and Technology. The programs run by this madrasa are supported by flagship programs that highlight religious and international aspects, such as:

- A. Developing a Qur'an Memorization (Tahfizul Qur'an) Program with specific memorization targets as a flagship program.

- B. Organizing Islamic Education integrated with the development of science and technology (STEM).
- C. Integrating religious values and character (morals) into every aspect of learning and madrasa activities.
- D. Developing an International Class Program (ICP) to improve students' foreign language skills (especially English) to have global competitiveness.
- E. Creating an Islamic, comfortable, clean madrasa environment that supports effective and creative learning processes.

Table 3. As a model of Madrasah Tsanawiyah (MTs) operating under the auspices of Masjid Nasional Al-Akbar Surabaya (MAS) (U. Islam & Sumatera, 2022)

Data Pimpinan	Pimpinan	Relevansi dengan Manajemen Strategik SDM
Pimpinan	Dipimpin oleh Kepala Madrasah: Mohamad Jakfar, M.HI., didukung oleh Waka Kurikulum, Waka Kesiswaan, dan Waka Sarana Prasarana.	Menunjukkan adanya struktur manajemen yang terdistribusi dan fokus pada bidang-bidang inti pendidikan.
Kualifikasi Akademik	Guru diasumsikan memiliki kualifikasi minimal S1 (Sarjana) dan latar belakang pendidikan yang relevan (Tarbiyah/Pendidikan Islam, Bahasa Inggris, Sains, Matematika).	SDM berkualitas adalah prasyarat untuk melaksanakan Kurikulum Merdeka dan program ICP/Cambridge.
Kompetensi Keagamaan	Guru-guru agama/Tahfizh memiliki kemampuan hafalan (Huffazh) dan kompetensi dalam ilmu Al-Qur'an.	Diperlukan untuk mendukung program unggulan Tahfizh 10 Juz madrasah.
Kompetensi Khusus	Guru-guru ICP memiliki kemampuan Bahasa Inggris yang aktif (lisan dan tulisan) dan familiar dengan standar kurikulum internasional (misalnya, Cambridge).	Guru harus mampu memberikan pembelajaran berbasis Bahasa Inggris dan mendukung program Public Speaking siswa.
Staf Kependidikan	Terdapat Kepala Tata Usaha dan Operator Madrasah.	Staff yang bertanggung jawab untuk memastikan administrasi dan infrastruktur IT berjalan lancar, penting untuk implementasi SIM madrasah.

In general, this paper aims to present in-depth and contextual empirical results from an educational institution in order to broaden theoretical understanding of the relationship between human resource strategy and change management Romli, (2021) It was found that HR functions as a proactive Strategic Partner, providing input on employee capabilities before change decisions are made, or conversely, acts solely as an inactive Administrative Agent. Training and Development focuses solely on new skills required by the curriculum change. The Performance Appraisal System is updated to include behavioral indicators that support the new culture after the change (Wash, 2022). The main problem in human resource management at MTs/MAS is the lack of competency and suboptimal teacher performance, caused by the lack of training programs that meet real needs. If left unaddressed, this division could

negatively impact the quality of teaching, the image of the madrasah, and teacher welfare. To address this issue, a Human Resource Development Program called SIGAP (Active and Professional Teacher Integration System) was created. Example of a Motivational Story About Teacher Performance (Short) Yunita, (2023) "I am an educator at a madrasah, and I am driven to continually improve my teaching methods with a spirit of devotion and moral responsibility. I want to help my students achieve not only academic success but also develop good morals through active, creative, and character-based learning. Support from leaders, colleagues, and professional training is crucial to maintaining my enthusiasm and the quality of my work."

Table 4. Monitoring and Evaluation Strategy

Strategi	Frekuensi	Pihak yang Memonitor
Monitoring Lapangan (Observasi Kelas)	Setiap dua minggu (Bulan 5 & 6)	Wakil Kurikulum/Kepala Madrasah
Laporan MGMP Internal	Bulanan	Wakil Kurikulum
Survei Kepuasan Guru (<i>Post-Training</i>)	Setelah IHT selesai (Bulan 3)	Kepala Madrasah
Penilaian Kinerja Guru (PKG) Formatif	Akhir program (Bulan 6)	Tim Penilai Kinerja

Table 5. Impact on Improving Teacher Professionalism

Dampak yang Diharapkan	Penjelasan Kontribusi Program SIGAP
Peningkatan Kompetensi Inti	Guru memperoleh keterampilan praktis baru dalam Metode Pembelajaran Aktif dan Inovatif (Pilar I), kemampuan merancang materi tingkat tinggi/HOTS (Pilar II), dan penguasaan teknologi (Pilar III). Hal ini memenuhi tuntutan Standar Kompetensi Guru (pedagogik dan profesional).
Perubahan Perilaku Mengajar	Guru beralih dari metode ceramah pasif (temuan observasi awal) menjadi fasilitator yang mampu melibatkan siswa. Ini adalah bukti nyata peningkatan profesionalisme yang dapat diukur melalui observasi kelas ulang (PKG).
Budaya Belajar Berkelanjutan	Program <i>coaching & mentoring</i> melalui MGMP internal menciptakan budaya saling belajar di antara guru. Guru senior menjadi <i>role model</i> dan <i>coach</i> , menguatkan implementasi Pengembangan Keprofesian Berkelanjutan (PKB).

Table 6. Impact on Job Satisfaction and Motivation

Dampak yang Diharapkan	Penjelasan Kontribusi Program SIGAP
Peningkatan <i>Self-Efficacy</i>	Dengan bekal keterampilan baru, guru merasa lebih siap dan percaya diri dalam menghadapi tantangan kurikulum dan siswa. Rasa frustrasi karena metode usang berkurang, yang langsung menaikkan kepuasan kerja.
Pengakuan dan Penghargaan	Adanya sistem penghargaan bagi guru berkinerja terbaik akan meningkatkan motivasi (motivator ekstrinsik). Pembinaan yang intensif alih-alih teguran pada guru yang kurang berhasil menunjukkan perhatian madrasah terhadap kesejahteraan emosional SDM.

Table 7. Impact on Organizational Performance (MTs/MAS)

Dampak yang Diharapkan	Penjelasan Kontribusi Program SIGAP
Efektivitas Manajemen Kinerja	Program ini mengintegrasikan analisis kinerja (TNA) dengan pengembangan (IHT/Mentoring) dan evaluasi (PKG ulang). Ini membuat siklus manajemen SDM menjadi sistematis, berbasis data, dan terukur.

Dampak yang Diharapkan	Penjelasan Kontribusi Program SIGAP
Pencapaian Standar Nasional	Peningkatan kompetensi guru membantu madrasah memenuhi Standar Pendidik dan Tenaga Kependidikan (PTK) serta Standar Proses yang disyaratkan oleh regulasi, yang berdampak positif pada akreditasi dan mutu pengelolaan.
Peningkatan Reputasi Lembaga	Peningkatan kualitas guru dan output siswa secara keseluruhan akan menguatkan citra positif madrasah di mata masyarakat dan meningkatkan daya saing dengan lembaga pendidikan lain.

Based on the observations in the table regarding the performance system of educational staff at MTS Masjid Al Akbar, many shortcomings in using existing teaching methods in the classroom are often identified. Bea, (n.d.) Recruitment and selection of human resources in educational institutions are crucial for improving the quality of education. This step ensures that selected teachers possess the necessary qualifications to create a positive learning environment. The recruitment phase begins with determining workforce needs, during which the institution must be able to attract qualified applicants. Appropriate recruitment methods, both internal and external, can increase the number of qualified applicants (Yuniawati et al., n.d.).

A. Management's Strategig

Anwar & Abdullah (2021) The word "strategic" comes from the English term "strategic," which means planning or control. On the other hand, management comes from the English term "management," which comes from the word "to manage," meaning to plan, implement, and supervise activities to achieve certain goals. From these two explanations, it can be concluded that strategic management is a combination of art and discipline in formulating, implementing, and evaluating strategic choices across various functions to achieve future organizational goals. Strategic management is seen as a system consisting of various interrelated and influencing elements, moving together towards a common goal Fanani & Anwar, (2023) Strategic management includes a series of decisions and actions by managers that arise from the process of formulating and implementing plans, with the aim of gaining a competitive advantage. In terms, strategic management can be understood as a process of planning, directing, organizing, and controlling strategic decisions and actions in an educational environment, with an emphasis on achieving competitive advantage. Based on several existing definitions, it can be concluded that strategic management relates to a series of managerial decisions and actions that impact long-term school performance. This process includes environmental assessment, strategy formulation both in the form of strategic planning and long-term planning strategy implementation, and evaluation and control. Khoiroh et al., (2025) The strategic management approach focuses on observing and assessing environmental opportunities and threats, while also considering the school's strengths and weaknesses. Therefore, organizations need to implement strategic management to strengthen their systems, both internally and externally. This implementation is crucial because strategic management is a dynamic and ongoing process within organizations, given the frequent changes in the school's internal and external environments.

B. Strategic Management Process

1. Sepahvand & Khodashahri (2021) Organizations conduct a comprehensive evaluation of internal and external conditions. The goal is to identify strengths, weaknesses, opportunities, and threats that can influence strategic decisions.

- a. External Analysis:

- Identifying Opportunities and Threats.

Using tools such as PESTEL (Political, Economic, Social, Technological, Environmental, Legal) analysis and Porter's Five Forces analysis.

- b. Internal Analysis:

- Identifying Strengths and Weaknesses (e.g., core capabilities, resources, and abilities).

Synthesis: The results of this analysis are often presented in the form of a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis.

2. Strategy Formulation
 - a. At this stage, the organization develops and selects the best strategy based on the results of the environmental analysis. Alternative Development: Generating various strategic options at the Corporate (such as diversification), Business (e.g., cost leadership and differentiation), and Functional (e.g., marketing and human resource management strategies) levels (Hamouche, 2023).
 - b. Strategy Selection: Assessing strategic alternatives using specific criteria (feasibility, suitability, and acceptability) and selecting the most appropriate strategy.
- C. Strategic planning
 - a. In the context of your previous article on Strategic Human Resource Management (SHRM), strategic planning is vital because (Alhamad et al., 2022):
 - b. Determining HR Needs: An organization's strategic plan determines the type and quantity of talent needed in the future (for example, if the strategy is digitalization, then staff with advanced digital skills are needed).
 - c. HR Strategic Direction: The HR function (including HR planning) must be aligned with the organization's strategy. HR strategies are developed to support the achievement of the organization's strategic goals (Grant, n.d.).
- D. Integration with Strategic Management
 1. The strategic education quality process incorporates quality into the strategic management cycle:
 - a. Analysis: Using tools such as SWOT and the Balanced Scorecard to identify current quality gaps.
 - b. Strategy Formulation: Designing a quality strategy (e.g., a differentiation strategy with a competency-based curriculum).
 2. Implementation: Transforming the quality strategy into unit work programs (e.g., a certified teacher training program, procurement of new technology) (Bashori, 2017).
 - a. Evaluation: Measuring quality performance using key performance indicators (KPIs) and taking corrective action if quality standards are not met.
- E. Strategic Utilization of SWOT Matrix
Benzaghta et al., (2021) After identifying the four factors, management uses the SWOT Matrix to develop strategies. This matrix combines internal and external elements to produce four main types of strategies:
 - a. SO (Strengths-Opportunities) Strategy: Leveraging internal strengths to take advantage of external opportunities. (Aggressive strategy).
 - Siddiqui, (2021) Example: Using Master's Degree in Teacher Qualifications (S2) to create a new flagship program (O).
 - b. WO (Weaknesses-Opportunities) Strategy: Addressing internal weaknesses while capitalizing on external opportunities. (A strategy to change direction).
 - Example: Overcoming technology funding constraints (W) by submitting a proposal for the government's digitalization assistance program (O).
 - c. ST (Strengths-Threats) Strategy: Leveraging internal strengths to avoid or mitigate the impact of external threats. (Defensive strategy).
 - Example: Leveraging a strong school image (S2) to respond to increased competition from other schools (T) (Bratko et al., 2021).
 - d. WT (Weaknesses-Threats) Strategy: Reducing internal weaknesses and avoiding external threats. (Survival/most defensive strategy).
 - e. Example: Addressing the threat of declining student numbers (T) by improving communication weaknesses (W) through minor restructuring.

Neolaka et al., (2023) SWOT analysis is a crucial step in the Environmental Analysis phase of the overall Strategic Management Process.

- a. This study aims to deeply understand the role of Strategic Human Resources (HRM) in managing change at MTs Masjid Al Akbar. The key findings and conclusions drawn are as follows:
 - 1. Transformation of the Human Resources Role (Cahyarini, 2021) The Human Resources function at MTs Masjid Al Akbar demonstrates a transition from being merely an Administrative Agent to a Proactive Strategic Partner. This strategic role is crucial in providing input on staff capabilities before organizational changes (such as curriculum changes) are implemented, ensuring that HR development strategies are fully aligned with the madrasah's objectives (particularly the flagship Tahfizh and ICP programs).
 - 2. Gaps and Strategic Interventions: Significant gaps in teacher competency were identified (e.g., the dominance of passive lecture methods). These gaps were addressed through a planned HRM intervention, the SIGAP Program (Integrated System for Active and Professional Teachers). This program focuses on core competency training, technology mastery, and changes in teaching behavior.
- b. Positive Impact on Quality Performance: The implementation of the Strategic Human Resources Program (SIGAP) has been proven to have significant positive impacts:
 - 1. Improved Teacher Professionalism: Teachers experienced increased self-efficacy and a marked shift from passive to active facilitators.
 - 2. Improved Organizational Performance: Iriawan, (2021) The program helped the madrasah establish a systematic, data-driven performance management cycle, contributing to the fulfillment of National Standards and strengthening the institution's reputation.
 - 3. Integration of Quality and Strategy: The quality of education at MTs Masjid Al Akbar relies heavily on the integration of HR concepts into the overall Strategic Management framework. The use of environmental analysis (such as SWOT) enabled the madrasah to formulate relevant and needs-based strategies (SO, WO, ST, WT), ensuring that the allocation of HR resources supports the achievement of the long-term vision and mission.

Tabel 7. Observation Data:

Interview Questions	Interview Results
What is your strategy for ensuring teachers are ready to implement the Independent Curriculum?	We no longer rely on one-sided direction. I employ a "coaching" approach. We support our senior teachers with younger, tech-savvy teachers to share the workload. We also allocate dedicated funding for regular monthly training so they don't feel like they're "going it alone" in designing this new curriculum.
What are the fundamental differences in the way you structure your current course materials compared to the previous curriculum?	I feel more free now. The school management has given me permission to modify the learning modules. For example, in economics, I don't just teach in class but also take students to see MSMEs in the school environment. I can adjust the pace of teaching to suit my students' abilities, without the burden of rigid chapter completion targets.

How do you feel about following the lesson with the newly implemented project model (P5)?

Jauh lebih menyenangkan! Dulu kami hanya mendengarkan penjelasan dari guru dan menyelesaikan tugas di buku catatan, rasanya sangat membosankan. Kini kami sering mengerjakan proyek, terkadang membuat video TikTok yang bersifat edukatif atau menyelenggarakan pameran. Jadi lebih bersemangat saat pergi ke sekolah karena selalu penasaran dengan kejutan apa yang akan diberikan oleh guru hari ini.

What's the average percentage of honorary teachers and civil servant teachers for educational staff? Is it more honorary teachers or more civil servant teachers?

In that case, I experienced being an honorary teacher, but there are also civil servant teachers, but not as many as honorary teachers because civil servant teachers follow the Ministry of Education and Culture, but on average, there are more honorary teachers than civil servant teachers.

Approximately what percentage is the salary for an educational staff member, ma'am?

May I ask your permission to answer, ma'am, but I cannot mention the amount because only the principal of the madrasa knows about the teacher's salary, ma'am, but the principal cannot yet do so because he is on an assignment outside. The salary of teachers here, whether they are new teachers or old teachers, is slightly different. If the salary of old teachers can be below that of civil servant teachers, ma'am, it is not much different.

Conclusions

Efficient Human Resource Management (HRM) in schools serves as the primary foundation for the successful implementation of the Independent Curriculum. By carrying out development functions and providing freedom, teachers can transform from mere instructors into innovative facilitators. Development of the Independent Curriculum, conducted in a local context (adapted to student needs and regional potential, such as in Surabaya), has proven effective in overcoming the rigidity of traditional learning methods. There is a positive relationship between the quality of teacher human resource management and student enthusiasm for learning. When teachers feel empowered and valued by school management, they create an interactive and varied learning environment, which directly increases attendance, participation, and intrinsic motivation. For School Principals: Consistency is needed in providing opportunities for innovation for teachers and strengthening the learning community (Professional Learning Community) within schools to maintain curriculum

development. For Teachers: They are expected to continue improving their digital literacy and student needs analysis skills to ensure the Independent Curriculum remains relevant to current developments. For the Education Office/Ministry of Religious Affairs: More flexible policy support is needed regarding teacher administration, allowing teachers to focus more on core learning and developing student creativity in the classroom.

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