

THE EFFECTIVENESS OF HUMAN RESOURCE MANAGEMENT IMPLEMENTATION IN IMPROVING EDUCATIONAL QUALITY AT SMP ISLAM TERPADU BINA INSANI KAYUAGUNG

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Abstract *This study aims to provide an empirical description of the implementation and effectiveness of human resource management at SMP Islam Terpadu Bina Insani Kayuagung, focusing on the implementation of human resource management, its effectiveness, and identifying the factors that support and hinder the effectiveness of human resource management in improving quality at SMP Islam Terpadu Bina Insani Kayuagung. This is a descriptive qualitative study with research subjects involving all internal stakeholders of SMP Islam Terpadu Bina Insani Kayuagung's management. The sampling technique used is purposive sampling, where the researcher selects informants who are knowledgeable about the school's management, including the principal, teachers, staff, and students. The data analysis used is descriptive non-statistical or narrative analysis, following the Miles and Huberman model, with data validity tested through triangulation. Data collection techniques include observation, interviews, and documentation. From the data analysis, the researcher found that implementing human resource quality improvement at SMP IT Bina Insani Kayuagung can be categorized as good. This is based on the following indicators: planning, recruitment and selection, orientation, performance appraisal, career management and planning, and compensation. From the customer satisfaction perspective, the effectiveness of human resource management implementation at SMP IT Bina Insani can be categorized as good. Supporting factors for the effectiveness of human resource management implementation at SMP IT Bina Insani Kayuagung include having a clear vision, specifically a quality vision, leadership characterized and democratic, continuous improvement of human resources, adequate facilities, and an Islamic work culture. Factors that may hinder effectiveness include the lack of ownership of the building, the need for improvement in welfare, unclear career paths, suboptimal quality communication, and the absence of formalized healthy competition.*

Keywords: *Effectiveness, Implementation, Management, Human Resources, SMP Islam Terpadu Bina Insani.*

Introduction

Human Resources (HR) is a key factor influencing an institution's quality of education. In education, the quality of HR, from teachers to educational staff, plays a central role in creating an effective learning environment and supporting the achievement of academic goals. In recent years, many schools have faced significant challenges in managing HR, such as limited competence among educational managers, insufficient welfare, and difficulties placing the right resources in the appropriate positions (Darimus & Hanif, 2023). As an Islamic educational institution, SMP Islam Terpadu Bina Insani Kayuagung strives to manage HR effectively to

improve academic quality and achieve institutional goals. Therefore, it is essential to analyze how implementing HR management can impact this school's education quality.

Human Resource (HR) management is a vital aspect of enhancing the quality of education, particularly in Islamic educational institutions like SMP Islam Terpadu Bina Insani Kayuagung. Several studies indicate that effective HR planning can create a high-quality educational environment (Melisawati & Jamilus, 2024b; Muzayyanah et al., 2023; Sholeh, 2023). Anhar (2023) emphasizes the importance of good planning in educational institutions to ensure that educational goals are achieved optimally. Event (2024) underscores the crucial role of competent educators in achieving educational objectives. Research by Zebua (2023) also supports the view that effective planning of educators significantly impacts their performance, which, in turn, enhances the quality of education. Developing competencies and training educators are strategic steps educational institutions must take to ensure effective and sustainable HR management (Hartati & Murtafiah, 2022; Melisawati & Jamilus, 2024a).

Although many studies focus on higher education or public educational institutions, there is a gap in applying these principles in the context of private Islamic educational institutions. Sholeh's (2023) study highlights the importance of training and development for educators in Islamic educational institutions to create a productive and innovative learning environment. Additionally, leadership plays a central role in HR management. Kamaludin (2022) explains that good leadership can drive the development of high-quality and integrity-driven HR, ultimately improving education quality. Collaboration between the foundation management and educators is critical in supporting educational progress. Based on this evidence, it can be concluded that effective HR management through good planning, high competencies, and strong leadership support is a key factor in enhancing the quality of education in private Islamic educational institutions like SMP Islam Terpadu Bina Insani Kayuagung.

Although many studies examine HR management in the context of education, there remains a gap in the literature that addresses the implementation of HR management in private Islamic educational institutions, particularly in enhancing educational quality at the junior high school (SMP) level. Previous studies have often overlooked the challenges and opportunities within private Islamic educational institutions, such as limited funding and facilities, which may affect the effectiveness of HR management implementation. These contextual factors, including financial constraints and infrastructure limitations, play a crucial role in shaping the HR management strategies in such institutions. However, they have not been sufficiently addressed in the existing literature. This gap suggests a need for further research to understand how these challenges impact the management of human resources and, consequently, the quality of education at private Islamic schools like SMP Islam Terpadu Bina Insani.

This study aims to analyze the effectiveness of HR management implementation at SMP Islam Terpadu Bina Insani Kayuagung in improving the quality of education. The study also seeks to explore the factors that support and hinder the effectiveness of HR management in achieving better educational quality goals. The central question of this research is: "How can the implementation of HR management at SMP Islam Terpadu Bina Insani Kayuagung enhance the quality of education?" This question is crucial because it seeks to assess how effective the HR management practices are in improving educational quality and identify the challenges faced by the school in the process. By answering this question, the study aims to provide a clear understanding of the HR policies that must be improved or enhanced to achieve more optimal educational outcomes.

This study is expected to contribute to developing theory and practice in HR management within private Islamic educational institutions. Practically, the findings of this research can be utilized by the management of SMP Islam Terpadu Bina Insani Kayuagung to enhance the effectiveness of HR management, which will ultimately lead to an improvement in the quality of education. Theoretically, this research will add to the literature on HR management in private Islamic education, particularly in improving educational quality at the junior high school level.

Literature Review

The literature review in this study focuses on the theories underlying the implementation of Human Resource Management (HRM) in educational institutions and the application of these theories in the context of Islamic educational institutions such as SMP Islam Terpadu Bina Insani Kayuagung. HRM in academic institutions is not only related to the management of educators and educational staff but also involves external factors that influence the effectiveness of education.

Human Resource Management (HRM) Theory

The first theory used in this study is the Human Resource Management theory proposed by Dessler (2015), which focuses on HRM processes, including planning, recruitment, selection, training, and development of employees. Dessler stated that effective HRM involves selecting, developing, and maintaining a workforce with the skills, motivation, and qualities that align with organizational goals. This theory emphasizes the importance of an integrated HRM strategy to improve organizational performance, including in educational institutions.

This theory is highly relevant in this research because SMP Islam Terpadu Bina Insani Kayuagung needs a well-developed HRM system to create a conducive and effective educational environment. HRM at this school involves all aspects, from HR planning, recruitment, and development to performance evaluation, to achieve better educational outcomes.

Human Resource Development Theory

The second theory is the Human Resource Development theory introduced by Ulrich (1996) in his book *Human Resource Champions*. Ulrich emphasized that HR is not merely an administrative function but a strategic partner that can contribute to achieving organizational goals. In the context of education, this theory directs us to the importance of continuous HR development through training and competency enhancement, which, in turn, will improve the quality of education. The significance of HR development in Islamic educational institutions refers to the development of character, spiritual values, and the professional competencies of educators.

Leadership Theory in HRM

The third theory used is Leadership Theory in HRM, explained by Bass (1985) through the Transformational Leadership Theory. Bass argued that an effective leader can inspire and motivate subordinates, leading to greater involvement in achieving organizational goals. Transformational leadership in HRM can affect the work atmosphere and enhance HR performance, which is crucial in managing educational institutions. In the context of SMP Islam Terpadu Bina Insani Kayuagung, characterized and visionary leadership will significantly support better educational quality. Leadership that is democratic and based on Islamic values can be the main driver in creating a conducive academic atmosphere and supporting the development of students.

Research Method

This study uses a descriptive qualitative approach to describe the implementation of human resource management (HRM) at SMP Islam Terpadu Bina Insani Kayuagung and its effectiveness in improving educational quality. The research subjects include the principal, vice principal, teachers, staff, and students, who are considered to have in-depth knowledge about the HRM practices at the school. The sampling technique used is purposive sampling, where the researcher selects relevant informants and can provide information related to the research topic. Data were collected through direct observation, semi-structured interviews, and documentation related to the HRM programs at the school. Data analysis uses the Miles and Huberman (Mathew B. Miles dan A. Michel Huberman., 2009) model, consisting of data reduction, presentation, and conclusion drawing. To ensure data validity, this study uses data triangulation, comparing the results from observations, interviews, and documentation to ensure consistency across different data sources. This study aims to provide a comprehensive overview of HRM at SMP Islam Terpadu Bina Insani Kayuagung and evaluate its effectiveness in improving educational quality.

This study is also based on three main theories used to analyze the implementation of HRD at SMP Islam Terpadu Bina Insani Kayuagung. First, the human resource management (HRD) theory proposed by Dessler (2015) explains various HRD processes, such as planning, recruitment, selection, training, and employee development. This theory is applied to analyze the implementation of structured HRD in this school to create a more effective educational environment.

Second, the Human Resource Development (HRD) Theory proposed by Ulrich (1996) states that HR is an administrative function and a strategic partner in achieving organizational goals. This theory examines the importance of developing continuous competencies in education and improving the quality of teaching in schools. Third, the Transformational Leadership Theory introduced by Bass (1985) reveals how effective leaders can inspire and motivate their subordinates to be more involved in achieving organizational goals. This theory describes leadership's role in creating a conducive academic climate and supporting human resource development at SMP Islam Terpadu Bina Insani Kayuagung.

Discussion

Implementation of Human Resource Management at SMP IT Bina Insani

Human Resource Planning

Human resource planning in this study refers to the process of estimating the needs and supply of human resources (personnel) within the educational institution, specifically teachers and staff at SMP Islam Terpadu Bina Insani. Planning and predicting the needs of teachers and staff at SMP Islam Terpadu Bina Insani are carried out by considering the existing workforce, including permanent teachers and staff under the foundation, as well as civil servant teachers assigned to the school, and non-permanent teachers or staff (GTTY/PTTY).

Mariswan stated that the process of human resource planning at SMP Islam Terpadu Bina Insani is carried out through an annual evaluation and needs analysis conducted by the school management, which is then proposed to the foundation. At the end of each year (as preparation for the new academic year), the school management reviews staffing data to assess whether there is a shortage of staff, if any staff members are about to retire, or if there are any transfers or changes for civil servant teachers assigned to the school (Interview with Mariswan, Deputy Head of Facilities and Infrastructure, in Kayuagung on September 29, 2024).

If, during this process, it is found that there are teachers and staff who will retire, transfer, or resign, or if it refers to a broader institutional plan that the school intends to add more staff, the same applies to the curriculum—whether there will be an increase in the number of lesson hours or program activities. Based on the results of this evaluation, the next step is to prepare a plan regarding the necessity of recruitment. If recruitment is needed, the next step is to determine whether it should involve external sources (External Sources refer to individuals who are not yet employees, either teachers or staff at SMP Islam Terpadu Bina Insani, but are being recruited as candidates) or if internal sources (Internal Sources refer to individuals who are already employed as staff or teachers at SMP Islam Terpadu Bina Insani, who may be transferred or promoted to fill the vacant positions) will be sufficient. This proposal is then submitted to the foundation.

As also explained by Mrs. Siti Khomsatun: “As long as the internal resources are sufficient, we should empower them, unless they are not enough, then we will look

for external sources. Since the working hours for teachers and staff are not many, averaging only around 12-20 hours, this means there are still many personnel that need to be utilized. This is important to do because we expect these personnel to make significant contributions to the development and progress of the school” (Interview with Mrs. Siti Khomsatun, Deputy Head of Curriculum Affairs, in Kayuagung on September 29, 2024).

Furthermore, from the perspective of the number of applicants, SMP Islam Terpadu Bina Insani has great potential to expand the institution. However, due to various considerations, even though the number of applicants is sufficient to add more classes, this has not been done due to limited classroom space. If the number of students in the classrooms becomes too large, there are concerns that classroom comfort, which has been a core concept of the school, will be compromised. Each year, student capacity will always be adjusted according to the number of graduating classes. Therefore, there will be no significant institutional changes that would affect human resource planning.

As a researcher, I observed that although SMP Islam Terpadu Bina Insani has not expanded the institution by increasing student capacity and adding more classes, the school has developed by creating skill programs. These skill programs are offered as elective intramural options during teaching hours, including tahsin tahfiz Quran/TTQ and Arabic language. Additionally, extracurricular programs are held during dormitory activities, such as scouting, English club, Science club, Math club, pencak silat, theatre, nasyid, dance club, Indonesian Red Crescent Youth (BSMRI), and graphic design. Introducing these skill programs indirectly opens up new positions, particularly for skill-based teachers.

Recruitment and Selection of Human Resources

The recruitment process for new staff at SMP Islam Terpadu Bina Insani is carried out by the school foundation management and the school management, specifically through a committee formed to handle this activity. Before recruitment, the SMP Islam Terpadu Bina Insani management usually divides and determines the type of personnel needed and where they will be placed. This division and determination are generally based on several required positions or job criteria. These criteria include general requirements such as having the necessary educational qualifications, possessing the skills needed, having a good personality, being of Muslim character, and being ready to comply with regulations. These requirements are absolute and must be met when a candidate is accepted as a new staff member at the school or when an existing teacher or employee is assigned a new position (Direct Interview with the Vice Principal of Facilities and Infrastructure, Mr Mariswan in Kayuagung on September 29, 2024). Additionally, other criteria that applicants must meet include specific conditions that are always adjusted to the demands of the field required by the school management.

The recruitment pattern applied by SMP Islam Terpadu Bina Insani management is open, meaning that announcements or advertisements are made through local mass

media and distributed to the general public. This policy is implemented because if the number of applicants exceeds the number needed, it is highly likely that the school management will be more meticulous in the selection process, making it easier to identify potential candidates who meet the qualifications. The Vice Principal of Curriculum Affairs explained this.

To recruit permanent foundation staff, we follow the selection process held by the foundation or propose the criteria to the foundation based on the school management's suggestion regarding the teachers or employees needed by the school. Meanwhile, non-permanent staff recruitment is not done according to the foundation's recruitment schedule. Usually, the school conducts its test, which the school directly manages, without involving the foundation or the recruitment committee appointed by the foundation, except for notification and requesting permission from the foundation. Potential employees typically get job information from colleagues who have worked here before or from others who know the school. They usually come directly to the school with their applications. (Direct Interview with the Head of Curriculum Affairs, Mrs. Siti Khomsatun, in Kayuagung on September 29, 2014).

Thus, in this recruitment process, the management of SMP Islam Terpadu Bina Insani strives to implement the principles of professionalism and transparency. This means that the school management provides an open opportunity for candidates with the skills or competence in their fields to submit job applications according to their desired positions based on the terms and conditions set by the school management. In addition to the external sources used by the school management in the recruitment of human resources, internal sources are also considered another option. They are even prioritized over external recruitment efforts to address staffing shortages. This is done by implementing a recruitment process with a rolling system, where teachers or staff with skills closely related to certain areas of expertise are assigned. For example, the physics department requires three physics teachers, while the school also needs a mathematics teacher. In that case, the management policy is to assign a physics teacher who is considered capable of teaching mathematics.

After the recruitment process is carried out and potential candidates are identified, the management of SMP Islam Terpadu Bina Insani and the foundation proceed with the next step, which is the selection process to determine which candidates meet the established qualifications. Generally, the requirements for this selection process are that teacher and staff candidates must have the appropriate educational qualifications, possess the necessary skills in their field, have a good personality, exhibit Muslim character, and be ready to comply with regulations and undergo Islamic studies sessions organized by the foundation for teachers and staff (Direct Interview with the Head of Curriculum Affairs, Mrs. Khomsatun, in Kayuagung on September 29, 2024).

According to Mrs. Khomsatun, the selection process for new staff is conducted formally and goes through several stages. First, administrative selection involves

reviewing candidates based on data and documents related to the applicant, such as diplomas, ID cards, and so on. Second, a written test assesses the candidate's knowledge in certain subjects, such as academic potential, language skills, and others. Third, a micro-teaching test is given to teacher applicants by asking them to teach a lesson in their desired field in a small class setting. Fourth, an interview covers subject mastery and commitment, including the candidate's readiness and willingness to perform their duties. This interview is conducted individually, not in groups, to maintain confidentiality and create a comfortable atmosphere for the teacher and staff candidates (Direct Interview with the Head of Curriculum Affairs, Mrs. Khomsatun, in Kayuagung on September 29, 2024).

Orientation and Placement

Before new teachers and staff begin their duties as part of the team at SMP Islam Terpadu Bina Insani, the school management provides an orientation to introduce them to the school's environment, including staffing conditions, physical conditions, and the values and culture developed by the school. The orientation process for new teachers and staff is not conducted in a formal manner by the foundation or school management. To provide orientation and introduce new teachers and staff to their more experienced colleagues, it is usually done directly by the principal in meeting forums or other available forums.

In the next process, new teachers and staff are expected to be more proactive in adapting to the school environment on their own. For the placement stage, there are two main actions taken by the management of SMP Islam Terpadu Bina Insani. First, the placement and assignment of positions/work for new teachers and staff. These new teachers and staff are usually given tasks based on their abilities and responsibilities and are placed in positions that have been made available. Second, reassigning tasks or new positions to existing teachers or staff. For this reassignment, the school management does not consider the length of service, although the school management also conducts selection and analysis to evaluate personnel performance based on the assessments they have.

This was explained by the Vice Principal for Curriculum, who stated, "For placement, our key factors are competence and performance. So, even though they are new, if they are indeed qualified, it's not a problem. Competent, capable, willing, and available. If they are capable but unwilling or unavailable, then it's not possible. We don't limit anything; we offer all positions, and we just assess their skills, willingness, and availability. If they truly can't handle it, we will assign them other tasks." (Direct Interview with the Vice Principal for Curriculum, Mrs. Siti Khomsatun, in Kayuagung on September 29, 2024).

A similar statement was also made by the principal, who said, "Regarding the placement of new tasks or positions, the school management usually considers recommendations from the interview results. First, personnel who are highly recommended are those with high discipline, work endurance, motivation, loyalty, the ability to assess, and integrity. Second, conditionally recommended personnel are

those who are difficult but still easy to develop. And third, personnel who are not recommended are those with high general intelligence but weak attitude and personality intelligence, as this could become a 'time bomb' that may explode at any time." (Direct interview with the Principal of SMP Islam Terpadu Bina Insani, Mr. Mulyadi, in Kayuagung, on September 29, 2024).

Training and Development

At SMP Islam Terpadu Bina Insani, the training and development program for teachers and staff is implemented based on a plan developed by the school as a commitment to achieving superior educational quality, skilled personnel, and independent personalities. In the training and development of teachers and staff, SMP Islam Terpadu Bina Insani employs an on-the-job training method, where training is conducted during working hours, both formally and informally. This is evident in the management of SMP Islam Terpadu Bina Insani, which has created an agenda or program for meeting sessions held every two weeks, specifically on Mondays, to conduct brainstorming sessions with the expectation of generating creative ideas to improve the school's quality and the performance of teachers and staff, thereby enabling them to present themselves more professionally. Therefore, teachers and school management engage in discussions, evaluations, and reviews of the work programs or activities carried out over the past two weeks and plan the work programs for the next two weeks, particularly activities aimed at improving the human resources quality within the school. During this meeting, the principal and vice principal provide guidance and briefings on how to carry out and implement the tasks of each teacher and staff member. (Source: direct observation conducted at SMP Islam Terpadu Bina Insani on Monday, September 29, 2014).

Meanwhile, off-the-job training methods involve training and development conducted outside of work and are not implemented at SMP Islam Terpadu Bina Insani. This is due to several considerations: student classes end at 2:30 PM, there are other extracurricular activities, teachers and staff experience physical fatigue, and the school's dormitory activities—managed by the teachers—are packed. In addition, other ongoing programs outside of school activities include Teacher and Staff Training, Subject Teacher Meetings (MGMP), and Continuing Education Programs.

Performance Appraisal

The goal of the performance appraisal for teachers and staff at SMP Islam Terpadu Bina Insani is to achieve superior educational quality, skill, and independent personality. This goal is reflected in performance standards that include discipline, work endurance, motivation, loyalty, competence, general ability, etc.

According to the Head of Administration, the performance evaluation for teachers and staff is usually implemented through a work performance appraisal list. This list covers aspects such as loyalty, work performance, responsibility, obedience, honesty, cooperation, and initiative of the teacher or staff member. (Direct interview

with the Head of Administration, Mr. Amri, in Kayuagung, on September 30, 2014). In addition, the school management has also developed an evaluation model using a report card system. This involves assessments based on the Principal's notes regarding the performance of teachers and staff, particularly concerning attendance, work performance, leadership, initiative, and more. This system is designed not only to address weaknesses but also to improve the performance of personnel in carrying out their duties, as stated by the Principal.

"For the evaluation, I have notes similar to a report card, and I started this after one semester here. It seems difficult to maintain, as besides the lack of performance, there is also a lack of courage and initiative. I am less tolerant of slow teachers or staff. This performance appraisal is conducted to boost the performance of those who are still weak." (Direct interview with the Principal of SMP Islam Terpadu Bina Insani, Mr. Mulyadi, in Kayuagung, on September 29, 2014).

Career Management and Planning

This program aims to provide opportunities for teachers and staff to develop their creativity and innovation in carrying out their duties as teachers and staff at SMP Islam Terpadu Bina Insani. In implementing this career development policy, the school management strives to apply the principle of equality between teachers and staff with permanent status and those without permanent status or honorary, including PNS (Civil Servant) teachers assigned or seconded to the school. This was explained by the Principal of SMP Islam Terpadu Bina Insani as follows: "For career development, we do not differentiate between those with permanent status and those without permanent status. Everyone is treated equally and given the same opportunities, such as to become a homeroom teacher, department head, activity supervisor, and so on. However, we prioritize teachers and staff who are truly dedicated to the school and sincere in carrying out their duties." (Direct interview with the Principal of SMP Islam Terpadu Bina Insani, Mr. Mulyadi, in Kayuagung, on September 29, 2014). In certain activities, the school management also applies a rolling system and performance selection for all teachers and staff to ensure everyone has the opportunity to participate in various school activities. This means that career development opportunities are widely open to both permanent and honorary teachers and staff within the SMP Islam Terpadu Bina Insani community.

Furthermore, the efforts made by the school management to motivate, raise awareness, and assist teachers and staff in planning their careers include providing career information and guidance. Career information is usually shared through announcements posted on the bulletin board in the teachers' room, such as information about seminars, training, workshops, and so on.

Compensation

At SMP Islam Terpadu Bina Insani, compensation is provided through several stages. First, the school management offers expressions of appreciation or thank-you statements to teachers or staff about the tasks they have performed for the school.

Second, the school management also provides financial welfare by considering the personnel's position/task and performance appraisal, such as attendance incentives, annual salary increases, etc. Third, placement refers to assigning new tasks to personnel who have demonstrated good performance in their duties. (Direct interview with the Principal of SMP Islam Terpadu Bina Insani, Mr. Mulyadi, in Kayuagung, on September 29, 2014).

From the interviews conducted with several teachers and staff at SMP Islam Terpadu Bina Insani, there were differences of opinion, especially regarding compensation between government (PNS) teachers and private sector teachers and staff. For PNS teachers and staff, almost all felt that their welfare was adequately attended to, though the standard of welfare sufficiency is relative. (Direct interviews with Mrs. Netty Herawati, Mr. Soco, and Mrs. Dyah Huzaifah Cempaka in Kayuagung on September 30, 2014). The types of financial welfare the school management provides to teachers and staff usually include monthly honorariums, transportation allowances, incentives for every activity performed by teachers and staff outside of working hours, holiday bonuses (THR), and so on. Additionally, there are also incentives from the government. To improve the welfare of teachers and staff, the school management also strives to routinely increase the THR amount, especially for private-sector teachers and staff. In addition to financial compensation, non-financial compensation is also provided as opportunities for teachers and staff to participate in various events, such as committees. To maintain a positive work atmosphere and prevent monotony, teachers and staff can join recreational-educational events, such as educational visits, study tours, etc.

Conclusion

This study aims to analyze the implementation of human resource management (HRM) at SMP Islam Terpadu Bina Insani. Based on the findings, it can be concluded that SMP IT Bina Insani has implemented HRM comprehensively, focusing on planning, recruitment, placement, training, performance appraisal, and career management oriented toward quality and efficiency. HR planning is conducted annually, considering the needs of teachers and staff through in-depth analysis. At the same time, recruitment is carried out openly, emphasizing the competence and suitability of candidates with the school's needs.

The orientation, placement, and training systems are also implemented with consideration for the competence and adaptability of teachers and staff to the school environment. Performance appraisal is systematically conducted, measuring various critical aspects, such as discipline, motivation, and responsibility, to improve overall quality and performance. Career management and compensation the school provides aim to offer equal opportunities for all teachers and staff, whether permanent or non-permanent. These findings support the hypothesis that structured and needs-based HRM will positively impact the quality of education and the overall development of the school. Based on the research findings, it is suggested that SMP Islam Terpadu

Bina Insani continue to develop and improve its existing HRM system, particularly by diversifying training programs, such as training outside of working hours, to enhance the skills and knowledge of teachers and staff. Additionally, regular evaluations of the existing compensation system should be conducted to ensure that the welfare of teachers and staff continues to improve, especially for non-PNS (non-civil servant) staff. In the future, SMP IT Bina Insani may consider expanding classroom capacity and increasing the number of teachers to accommodate the growing number of students while maintaining the quality of education, which remains the school's top priority.

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