



HUMAN RESOURCE MANAGEMENT IN IMPROVING TEACHER PERFORMANCE AT MTS AL MUASYARAH BOGOR

Ahmad Idhofi¹, Febrianti²
Institut Ummul Quro Al-Islami Bogor¹²
ahmad.idhofi@iuqibogor.ac.id

ABSTRACT

Human resource management (HRM) plays a crucial role in creating an effective and productive learning environment. The proper implementation of HRM strategies can optimize teachers' potential in terms of pedagogy, professionalism, as well as social and personal skills. This study aims to analyze the implementation of HRM at MTs Al-Muasyarah, which still faces several challenges, such as a limited number of teachers, suboptimal use of learning media, and discipline issues among some teachers. Employing a qualitative approach with a case study method through interviews, observations, and documentation, the findings reveal that HRM is carried out through workforce needs analysis, recruitment, training, performance evaluation, career planning, and payroll systems. Evaluations are conducted regularly through classroom supervision and administrative reviews, while teacher training is held 2–3 times a year to improve competencies. The implementation of these strategies has positively impacted teachers' performance, as reflected in improved discipline, integrity, lesson planning skills, and the utilization of technology. In addition, teachers actively participate in seminars and training programs to broaden their professional insights. Thus, HRM at MTs Al-Muasyarah has proven to play a significant role in enhancing teachers' performance both in pedagogical and professional aspects.

Keywords: Human Resource Management, Teacher Performance, MTs Al-Muasyarah

INTRODUCTION

Education is an important foundation in creating superior human resources (HR). In Indonesia, as a developing country, education has a very vital role in achieving national development goals (Rosadi, Alwi, & Riva'i 2024). In accordance with the provisions stated in Article 31 Paragraph 1 of the 1945 Constitution, every individual has the right to obtain education. Quality education is expected to be able to produce individuals who are competent, have noble character, and have the ability to compete globally (Republic of Indonesia 1945). This indicates that education is not only a human right, but also the main tool in shaping a developed and just society. The development of education in Indonesia faces various challenges that are quite complex. According to data from the Central Statistics Agency (BPS) in 2023, there are considerable differences in the quality of education between regions. One of the factors that significantly affects the quality of education is the existence of teachers who have adequate competence and professionalism (Mubarok 2021). Teachers are a key element in the education system that has an important role in shaping students' personalities and insights. In this context, a teacher is not only expected to master the material taught, but must also be able to apply teaching techniques that are creative and relevant to the needs of students (Republic of Indonesia 2005). Management is a combination of knowledge and skills in managing the use of human resources and other



resources in an optimal and economical way, in order to achieve predetermined goals. Thus, one of the main tasks in an educational institution is to prepare resources. Quality human resources are very important so that educational institutions can run according to expectations. Human resource management is a field of science and skills that studies about managing relationships between individuals and their role in an organization or institution. The main focus of human resource management is on workforce management. In the context of educational institutions, human resources have an important role in achieving the goals set by the institution (Fadhillah 2022). Human resources utilize various other resources they have to realize these goals. In fact, even machines with advanced technology will mean nothing if there are no competent individuals to operate them (Sidiq 2018). Human resource management is a crucial element in the education process. This is because the implementation of human resource management must be carried out optimally so that the goals and interests related to the institution or organization can be achieved properly (Alwi, Latifah, & Wulan 2025). A qualified and skilled educator is a key element to produce an effective and meaningful learning process. Based on Law No. 14 of 2005 concerning Teachers and Lecturers, it is explained that teachers are professionals who have the responsibility to educate, teach, guide, direct, train, and assess and evaluate students at various levels of education, ranging from early childhood education, formal education, primary education, to secondary education (Statistics 2023)

Teacher professionalism includes pedagogic skills, material mastery, personality, and social competence that are able to support the achievement of educational goals. However, the facts on the ground show that great challenges are faced in creating professional and competent teachers. One of the main obstacles is the implementation of human resource management (HRM) which has not been maximized in many educational institutions. Human resources is an important element in supporting the improvement of teacher performance. According to (Hasibuan & Wahyuni 2020). Human resources This is a combination of art and science in managing relationships and the role of human resources, so that they can work more effectively and efficiently to achieve organizational goals (Asdir 2020). In the context of educational institutions, effective human resources not only affect teacher performance but also have a direct impact on the quality of learning provided to students (Nurhaeni 2019). Human resources in educational institutions include functions such as planning, recruitment, training, placement, and teacher performance evaluation. This function must run continuously to create a solid education system (Syahputra and Aslami 2023). However, in practice, these functions are often not fully processed. One of the problems that often occurs is the incompatibility between the field of study pursued by teachers and the subjects they teach. Based on a 2022 report by the Ministry of Education and Culture, Research and Technology, around 25% of teachers in educator schools teach subjects outside their field of academic expertise (Ministry of Education and Culture Research and Technology 2022). This inconsistency not only has the potential to reduce learning effectiveness, but also reduces teachers' motivation to improve competence in areas that are not in accordance with their expertise (Herdiana, Idhofi, and Ali 2024). This inconsistency is also contrary to the teachings of Islam which emphasizes the importance of placing a person according to his or her skills. The Prophet PBUH said: "*If a task is given to an incompetent person, then be prepared to face the damage that will occur*" (HR. Bukhari)(Bukhari 1997). This teaching shows that the placement of educators must



consider the competence and educational background of teachers, so that it can provide maximum benefits for students and all educational institutions. In addition to the placement aspect, teacher training and development are also important concerns in MSDM Teachers who regularly attend training will have the ability to adapt more effectively to changes in curriculum, learning technology, and student needs. According to Supardi, continuous training can improve teachers' pedagogic skills, professional competence, and social skills (Supardi 2023). However, in many educational institutions, teacher training is still carried out randomly and without careful planning, so the results are not optimal.

Teacher performance evaluation is also one of the key elements in MSDM. A good evaluation must include various aspects, such as teaching ability, discipline, innovation in learning, and social interaction with students (Masdar, Asmorowati, and Irianto n.d.). Rivai stated that evaluations based on clear and transparent indicators can provide an accurate picture of teacher performance as well as be the basis for further development planning (Rivai 2021). Unfortunately, performance evaluations in many educational institutions are often formalistic and do not provide constructive input for teachers to improve the quality of their teaching. In addition, improving teacher performance is also a focus in various national education policies. One of these policies is listed in Law No. 20 of 2003 concerning the National Education System, it is explained that education aims to facilitate the development of students' potential so that they can become individuals who have faith and piety, have noble character, are intelligent, and competent (Government of Indonesia 2003). To achieve this goal, human resource management is needed that not only ensures the suitability of teacher placement, but also supports competency development through continuous training and performance evaluation (Supiani 2022). MTs Al Muasyarah is an Islamic-based educational institution and this educational institution has been accredited and officially recognized by the government as part of the national education system. From the results of the initial observations made by the author at MTs Al Muasyarah, a number of problems were found related to the quality of human resources, especially teaching staff. The researcher noted that the number of teachers is still insufficient, the use of learning media has not been optimal, and there are some teachers who have not shown discipline in terms of attendance. This can be seen from the fact that there are still teachers, both civil servants and non-civil servants, who come to school not according to the predetermined time. Based on the description above, the author's interest in an educational institution, especially in terms of management management because it is related to individual potential, the author feels encouraged to conduct research on this matter more deeply in order to know what kind of management management techniques are and in order to be able to use evaluation material in the future to create a better and better quality institution. There are many obstacles both in terms of management and teacher performance in the education unit environment. Therefore, the management of education personnel is an important matter containing planning, management and supervision is considered indispensable by every institution to create the performance of the ideal educators are those who are in line with the goals and direction of school policies. Therefore, the author took the title "Human Resource Management in Improving Teacher Performance at Mts Al Muasyarah Bogor." Based on the background and formulation of the problems that have been described, this study is focused on examining how human resource management (HR) at MTs Al-Muasyarah, how teachers perform in the school, and how the application of human resource



management plays a role in improving teacher performance. In line with that, the purpose of this study is to find out in depth the application of existing HR management, evaluate teacher performance in pedagogic and professional aspects, and analyze the contribution of HR management in supporting the improvement of teacher performance at MTs Al-Muasyarah Bogor.

RESEARCH METHODS

This research was carried out at MTs Al Muasyarah Bogor which is located on Jl. Lt. Col. Atang Senjaya No. 115 A, Bantar Jaya Village, Rancabungur District, Bogor Regency, West Java, from December 2024 to July 2025 based on the research permit and research schedule that has been prepared. The series of research activities includes initial observation, submission of titles and permits, preparation and seminar of proposals, data collection and processing, report results, plagiarism check, seminar results, munaqosyah, revision, and submission of thesis and journal. The research design used is a case study with a descriptive qualitative approach, because this method allows researchers to explore information in depth, comprehensive, and contextual about the effectiveness of human resource management on teacher performance. The research subjects consisted of school principals, deputy principals for curriculum (wakur), and teachers, who were selected because they played a direct role in the management and implementation of HR management policies. Data was obtained from primary sources through observation, interviews, and documentation, as well as secondary sources in the form of school profile documents, teacher performance reports, and related school policies. The research instruments include interview guides, observation guides, stationery, voice recorders, and photo documentation. The data was analyzed descriptively through data reduction, data presentation, and conclusion drawn, with the aim of describing how the implementation of HR management at MTs Al Muasyarah affects the improvement of teacher performance

RESULTS AND DISCUSSION

Labor Needs Analysis

According to the explanation of the Principal of MTs Al Muasyarah, the analysis of labor needs is carried out towards the beginning of the school year by considering the number of students, the number of classes, and the workload of teachers, while anticipating new programs such as literacy and extracurriculars. In determining the number and qualifications of teachers, the principal emphasized that the main factors are the study group and the subjects available, then look at the academic qualifications of at least S1 according to the field, experience, additional skills such as IT or activity management, as well as the character and personality of the teacher to be in harmony with the school culture. The principal also acknowledged that mismatches in needs and availability sometimes occur, especially when it is difficult to find teachers with appropriate specifications. To overcome this, the burden of teaching is temporarily divided among other teachers whose competence is approaching, or the recruitment of honorary teachers until the right personnel are obtained. The results of the researcher's observation show that the needs analysis process is really carried out in a planned manner by the principal and the management team through discussions based on quantitative student data, curriculum, and school program plans. If an inequality is found between the number of teachers and the



study group, anticipatory steps are immediately taken so that learning continues to run optimally.

Teacher Recruitment and Selection Planning

Based on the results of an interview with the Principal of MTs Al Muasyarah, the teacher recruitment strategy is carried out with a combinative approach, namely openly through announcements on the school's social media, website, and teacher professional groups, as well as through informal networks in the form of recommendations from known lecturers and teachers, so that the school can get an overview of the character of prospective teachers before being recruited. The selection stages are carried out systematically, starting from an examination of administrative files, written tests that include subjects and pedagogics, microteaching to see the teaching ability directly, to in-depth interviews that explore the motivation, commitment, and suitability of prospective teachers with the school culture. The principal assessed the success of recruitment from the ability of new teachers to adapt in the first 3-6 months, including the fluency of teaching, student comfort, and cooperative relationships with peers, plus feedback from parents and students. The results of the researcher's observation show that although it is simple, the recruitment and selection process at MTs Al Muasyarah takes place systematically, involving principals, vice heads, and senior teachers as a panel of examiners, and is carried out in a conducive but still selective atmosphere to ensure the quality of the recruited educators

Teacher Development and Performance Evaluation

Based on the results of an interview with the Principal of MTs Al Muasyarah, teacher training is carried out regularly according to the needs of competency development, including the latest curriculum, active learning strategies, the creation of teaching media, project-based assessments, literacy, numeracy, and strengthening student character. The frequency is an average of 2-3 internal training times per year, while external training from the Ministry of Religion or other institutions is followed according to invitation, so that at least every semester there is an agenda to improve competence. The principal emphasized that the training has a real impact on the quality of learning, where teachers are more innovative, interactive, and able to utilize technology, so that students are more enthusiastic about learning. This is also confirmed by teachers who actively participate in training, online training, MGMP, and enrich themselves through learning literature. Teacher performance evaluation is carried out in a structured manner through formal classroom supervision at least twice a year, informal supervision at any time, teaching administration examinations, and observation of teacher-student interaction. If deficiencies are found, schools apply a supportive approach in the form of coaching, mentoring, collaboration with experienced teachers, and additional training. The researcher's observations show that MTs Al Muasyarah teachers have high initiative in self-development, actively participate in internal and external training, and show commitment to improving the quality of learning and professionalism through individual reflection and collective forums.

Career Planning and Teacher Payroll

Based on an interview with the Principal of MTs Al Muasyarah, teacher career planning is prepared in stages through mapping the competencies, interests, and potentials



of each teacher, then facilitated with the opportunity to participate in training, seminars, certifications, and opportunities to occupy structural positions such as homeroom teachers, coordinators of study fields, and vice principals according to capacity and performance. Teachers are also encouraged to continue their education or participate in professional development programs as a form of improving academic and leadership competencies. Regarding the payroll policy, the principal explained that the amount of salary is determined by educational qualifications, certifications, experience, workload, additional responsibilities, and teachers' contributions in school activities, although it is still adjusted to the financial condition of the institution. For civil servant teachers, salaries are sourced from the State Budget through the Education Office, while honorary teachers are financed from BOS funds and student tuition fees. The results of observations show that the career development system at MTs Al Muasyarah runs structured even though it has not been formally documented, with recognition of teacher performance through training, organizational involvement, and awards. In terms of salary, although the incentive for honorary teachers is not ideal, school principals seek to provide additional motivation in the form of non-financial awards and career development opportunities to maintain the enthusiasm and dedication of teachers in supporting the quality of school education.

Teacher performance from the perspective of wakur and teacher

Based on an interview with the Vice Principal for Curriculum, Mr. Wawan Hermawanto, SH, and two teachers of MTs Al Muashira, namely Hj. Idah Faridah, M.Pd (Indonesian language teacher) and H. Muhlisin, M.Pd (SKI, Fiqh teacher, homeroom teacher of class 7A, and student council supervisor), it is known that the teachers have shown quite good performance in delivering the material, although with different styles according to their character and field of expertise. They are also actively involved in curriculum planning, the preparation of lesson plans, annual programs, and semesters to be more relevant to the Independent Curriculum, so that learning is more directed and measurable. Mastery of teaching materials is considered to be in accordance with the competence of their respective fields, although knowledge updates are still needed following the dynamics of changes in curriculum and education policies. In dealing with material that is considered difficult, Hj. Idah applies the strategy of grouping students based on learning ability, providing additional materials, and conducting routine evaluations accompanied by a personal approach so that students are not left behind. Meanwhile, H. Muhlisin emphasized the importance of choosing methods that suit the needs of students, such as group discussions, questions and answers, or contextual methods so that learning is easier to understand. Both also admitted that they often face challenges in the form of differences in character, learning styles, and students' motivation levels. To overcome this, Hj. Idah tends to provide additional guidance outside of class hours, while H. Muhlisin analyzes student needs so that teaching strategies are more targeted. In addition, according to Mr. Wawan Hermawanto, the involvement of teachers in curriculum development and the preparation of teaching tools is one of the indicators of professionalism that needs to be maintained. He emphasized the importance of collaboration between teachers in designing learning strategies to suit the needs of students. Teachers are also encouraged to participate in MGMP, training, and other academic forums to strengthen competencies and enrich learning methods. Thus, although there are still obstacles in adapting the teaching style to the diversity of students,



MTs Al Muasyarah teachers are considered to have been able to show dedication, creativity, and professionalism in carrying out their duties

Professional Development and Technology Utilization

According to Mr. Wawan Hermawanto, SH (Deputy Principal for Curriculum), MTs Al Muasyarah consistently collaborates with the Ministry of Religion (Kemenag) and the Subject Teacher Conference (MGMP) in organizing various teacher training and coaching programs. The program is in the form of technical guidance (technical guidance), workshops, and online training that aims to ensure that teachers' professional competence continues to develop in accordance with the demands of the curriculum and educational developments. He emphasized that teacher professional development is one of the keys to the school's success in improving the quality of learning and educational services. In terms of the use of technology, MTs Al Muasyarah teachers also showed innovation. Hj. Idah uses Google Form to create quizzes and evaluations, the internet to enrich materials, and students' phones as an interactive learning tool. This helps create a more dynamic learning atmosphere and is in line with today's digital generation. On the other hand, H. Muhlisin uses LCD projectors and infocus to display teaching materials so that they are more interesting and easy to understand by students. According to him, the use of technology is able to increase students' attention while supporting the delivery of more contextual and visual material.

Social Relations and Collaboration

According to Mr. Wawan Hermawanto, although special coaching related to teachers' social competence has not been carried out regularly and on a scheduled basis, this is always an emphasis in every school meeting so that teachers always maintain their role as role models for students and the community. He also emphasized that the interaction between teachers and students at MTs Al Muasyarah was quite familiar and fluid, so that a comfortable learning atmosphere was created. Hj. Idah added that the approach to students must be adjusted to their respective characters, especially for students who have limited learning abilities, so that teachers can provide guidance more patiently and empathetically. Meanwhile, H. Muhlisin emphasized the importance of open communication and protective attitudes as the key to the closeness of teachers and students in order to create a sense of security and respect. In terms of relationships between teachers, Mr. Wawan assessed that communication runs smoothly and is often done casually, even outside formal forums, such as through light discussions to find joint solutions. Conflicts rarely occur because the family culture that is established in schools is quite strong. This was reinforced by Hj. Idah and H. Muhlisin who both stated that they had never experienced serious conflicts, because communication was always well maintained and every difference was resolved deliberately. In the context of collaboration, Hj. Idah said that teachers often help each other, both in the implementation of school activities and sharing learning materials. H. Muhlisin added that teachers are also active in exchanging information through informal discussions and official forums such as MGMP, so that the development of teachers' professionalism can be sustainable and mutually supportive.



Relationship with Parents and Professional Commitment

In an interview, Hj. Idah said that she routinely communicates with students' parents, both during the distribution of report cards and when there are certain problems, by objectively conveying the strengths and weaknesses of children so that parents can provide appropriate support at home. H. Muhlisin added that as a homeroom teacher, he often interacts with parents regarding discipline and student learning development, so that synergy is created between the school and the family in educating children. According to Mr. Wawan Hermawanto, most of the teachers at MTs Al Muasyarah have shown a high commitment to their profession, such as being present on time, teaching according to schedule, and always providing confirmation if they are unable to attend. This was reiterated by Hj. Idah who said that the teacher's commitment not only includes discipline, but also exemplary in attitudes, behaviors, and speech that will be exemplified by students. H. Muhlisin also emphasized that teachers' responsibilities are realized through consistency in being present on time, complying with applicable rules, and maintaining professionalism in every learning task. In addition, the form of teachers' commitment is also reflected in their willingness to participate in self-development activities, such as training or MGMP, as a form of improving the quality and dedication to the world of education.

Integrity and Time Management

Mr. Wawan Hermawanto explained that the main challenge in fostering teachers' personalities is to maintain enthusiasm and consistency, so that schools carry out supervision and teacher performance assessments every semester as a form of fostering a sustainable work ethic. Hj. Idah emphasized that teachers must always set an example in behavior, language, and attitudes, because all the actions of teachers will be imitated by students in their daily lives. H. Muhlisin added that a teacher must be fair, communicative, and able to be a good example for his students, because the role of teachers is not only limited to conveying knowledge, but also to form character. In terms of time management, Hj. Idah emphasized the importance of adherence to schedules with high discipline so that the learning process runs effectively. Meanwhile, H. Muhlisin emphasized that he has a definite schedule and carries it out with full responsibility, so that he can maintain the consistency of learning quality while fostering students' confidence in the professionalism of teachers.

HR Management at MTs Al muasyarah

Human resource management at MTs Al Muasyarah plays an important role in improving teacher performance through the stages of workforce needs analysis, recruitment, development, performance evaluation, to career planning and payroll. The principal explained that the needs analysis was carried out by taking into account the number of students, groups, subjects, teacher workload, and new programs run by the school. In the selection process, in addition to academic qualifications and experience, aspects of the teacher's character and personality are also the main considerations to suit the school culture, because it is believed to have a great influence on the success of the learning process. The following is a table of assessing teacher traits based on 4 aspects of assessment: pedagogic ability, professional competence, social and personality competence and teacher training programs.



Table 1. Teacher Character Assessment I

Yes	Assessment Aspects	Remarks
1	Pedagogic abilities	Able to convey material well, using varied methods.
2	Professional Competencies	Mastering the teaching materials well and updating the latest learning materials.
3	Social and personality competencies	Approach to students, establish cooperation with colleagues quite well, have a good work ethic and discipline
4	Teacher training program	Participating in training both online and in person, often participating in training and affecting planning and learning methods.

Table 2. Teacher Nature Assessment II

Yes	Assessment Aspects	Remarks
1	Pedagogic abilities	Able to convey teaching materials clearly, using varied learning methods.
2	Professional Competencies	Mastering the teaching material in depth, able to answer students' questions.
3	Social and personality competencies	Friendly to students, establish good relationships with colleagues and have a highly disciplined personality.
4	Teacher training program	Participating in the Ministry of Religion training, and the MGMP forum, has a positive impact on teaching creativity

Teacher Performance at MTs Al muasyarah Bogor

Teacher competency development is carried out through internal and external training, both related to the latest curriculum and project-based learning strategies. At least two to three internal trainings are carried out in one year, and the rest of the teachers are included in training from the MGMP office or forum. The impact of the training was felt by the school and teachers. Teachers become more interactive and understand the importance of technology-based approaches. Hj. Idah Faridah said that she actively participates in online training and reading books so that learning methods are always relevant to student development.

Table 3. Teacher Training Planning

Yes	Implementati on Time	Types of Training	Training Objectives	Target Particip ants	Expected output
1	January – February	Active and Innovative Learning Strategies Training	Improving teachers' competence in implementing active and student-based learning methods	All Teachers	Teachers are able to design and implement active learning strategies.



Yes	Implementati on Time	Types of Training	Training Objectives	Target Particip ants	Expected output
2	June – July (End of Even Semester)	Thematic Assessment and Assessment Development Training	Equipping teachers with the skills to design HOTS questions and competency- based assessments	Homero om teacher and All Teacher s	The composition of quality and varied assessment instruments.

Training at MTs Al Muasyarah is carried out flexibly, both face-to-face and online, adjusting to existing needs and conditions. In its implementation, the school collaborates with various parties, such as the Ministry of Religion, the Subject Teacher Conference (MGMP), and professional training institutions that have competence in the field of educational development. Each training program focuses not only on improving technical teaching skills, but also on strengthening teachers' soft skills, such as classroom leadership, time management, and effective communication strategies with students and parents. After the training is completed, schools require an evaluation and preparation of a Follow-up Plan (RTL) so that the results of the training can be truly applied in learning practice and do not stop at the theoretical stage. If in the evaluation process there are shortcomings or obstacles, the principal immediately follows up by conducting personal coaching directly to the teacher concerned. This approach is humanist and participatory, so that teachers feel guided, not judged. In addition to individual coaching, the school also encourages collaborative programs between teachers through group discussions, lesson studies, and sharing of best practices among peers. In this way, the teacher not only improves on his weaknesses, but also learns from the experiences of other colleagues who have successfully overcome similar challenges. This is in line with the views of Joen et al. (2020) who emphasize the importance of supervision, continuous evaluation, and collaboration between teachers in building professionalism and improving performance in the school environment.

Table 4. Stages of Teacher Performance Evaluation Planning

Yes	Stages	Activity Description	Expected Output
1	Identify Evaluation Objectives	Determine the main objectives of the evaluation (quality improvement, coaching).	Clear and measurable evaluation objectives.
2	Determination of Performance Indicators	Determine the aspects to be evaluated such as pedagogical, professional, social, etc.	List of indicators and standards of teacher performance.
3	Preparation of Evaluation Instruments	Make measurement tools such as questionnaires, observation rubrics, interviews, and documentation.	Valid and reliable evaluation instruments.



Yes	Stages	Activity Description	Expected Output
4	Determination of the Evaluator Team	Determine who will evaluate (principal, supervisor).	A team of competent and independent evaluators.
5	Socialization to Teachers	Convey objectives, indicators, and evaluation methods to teachers.	Teacher's understanding and readiness in facing evaluation
6	Evaluation Implementation	Carry out observations, interviews, and data collection according to schedule.	Data from observation and assessment
7	Data Analysis and Interpretation	Analyze the results of the evaluation to find out the strengths and weaknesses of teacher performance	Report on the results of teacher performance evaluation.
8	Feedback and Follow-Up	Provide input to teachers and prepare coaching or training plans.	Teacher development recommendations and programs.

From the perspective of teachers and vice principals, the curriculum, professionalism and work ethic can be seen from the learning planning carried out before the school year, the preparation of teaching tools according to the independent curriculum, and the application of a differentiation approach to deal with differences in student character. Both teachers are actively improving competence through MGMP, training, and the use of technology such as Google Form and LCD as teaching method innovations. In terms of work ethic, the vice principal emphasized the importance of maintaining the teacher's enthusiasm and consistency, while teachers showed discipline, integrity, and exemplary for students by treating everyone fairly and maintaining attitudes and words.

MSDM in Improving Teacher Performance at MTs Al Muasyarah Bogor

The recruitment strategy used at MTs Al Muasyarah is combinative, namely through open announcements to the wider community while utilizing informal networks, such as recommendations from teachers, alumni, or local community leaders. This dual approach allows schools to reach potential applicants who are more diverse in terms of backgrounds, while also obtaining personality references and track records of prospective teachers from trusted sources. Thus, schools not only assess academic aspects, but also ensure the suitability of values, attitudes, and work culture of prospective teachers with the school environment. The selection process is carried out gradually and strictly to ensure the quality of the candidates received. The selection stages include four main stages: (1) administrative selection, which emphasizes the completeness of the files and the matching of educational qualifications with the needs of the school; (2) written tests, which measure the academic competence and basic abilities of prospective teachers; (3) *microteaching*, which is a learning simulation in front of an assessment team to assess teaching skills, communication skills, and class mastery; and (4) in-depth interviews, which focus on the motivation, integrity, commitment, and views of prospective teachers on the school's vision and mission. The principal emphasized that microteaching and interviews are the most crucial



stages, because it is where the teaching style, interaction, and personality of prospective teachers can be directly observed. The effectiveness of the recruitment process is not only measured by the smooth selection, but also evaluated after the new teacher starts his duties. The first 3-6 months of adaptation period is used as an observation period to assess teachers' ability to adapt to the school's work culture, discipline, and social relationships with students and peers. Informal evaluations are also carried out by collecting feedback from students and guardians regarding the comfort, clarity of material delivery, and the teacher's example in daily attitudes. This feedback is an important benchmark in assessing whether new teachers really meet the standards of professionalism expected by the school. In addition, the school strives to provide continuous coaching for new teachers so that they integrate faster. A short orientation program is carried out to introduce the school's vision, mission, values, and work culture. New teachers are also accompanied by seniors or accompanying teachers as a form of mentoring, so they do not feel difficulties when facing initial obstacles. This step aims to make the adaptation process more effective and new teachers can show their best performance in a relatively short time. With a planned recruitment system, multi-layered selection, and post-admission evaluation, MTs Al Muasyarah strives to ensure that only teachers who are competent, have integrity, and are in accordance with the needs of the school are finally retained. The following table of stages or the new teacher recruitment system at MTs Al Muasyarah Bogor is prepared as a form of concretization of the selection mechanism that has been explained.

Table 5. Stages of Recruitment of New Teachers of MTs Al Muasyarah

Yes	Stages	Activity Description	Expected Output
1	Teacher Needs Analysis	Determine the shortage of teachers according to subjects (general and religious) based on teaching load and curriculum.	List of teacher formations needed (map & number).
2	Preparation of Criteria and Qualifications	Setting requirements such as: linear S1 graduates, having insight and pedagogic	The ideal profile of the teacher according to the vision of the madrasah
3	Vacancy Announcement	Inform the needs through circulars or social media.	Applicants who understand the context of madrasah education.
4	Administrative Selection	Filter files (diplomas, transcripts, supporting certificates, teaching experience, etc.).	List of applicants who meet the administrative requirements.
5	Academic Competency and Insight Test	Knowledge tests in the fields of teaching, pedagogy, and insights.	Applicant's academic abilities and insights.
6	Micro Teaching & Teaching Practice	Simulation teaching with an emphasis on approaches, active methods, and integration of character values.	Assessment of teaching and communication skills.
7	Character and Commitment Interviews	Assess commitment, personality, integrity, and readiness to be an example for students.	An overview of the applicant's character and future vision.



Yes	Stages	Activity Description	Expected Output
8	Appointment and Appointment of New Teachers	Assessment team meetings to determine the best applicants, agree on rights and obligations as well as rules according to the work culture	Recommendations for new teachers to be appointed as educators in schools.

Career planning is carried out through mapping teachers' potentials and interests, as well as providing responsibilities such as homeroom teachers, coordinators, and advanced study opportunities. This effort shows that schools encourage the formation of career paths even though they are not formally documented. In payroll, academic qualifications, certifications, work experience, and additional responsibilities are the main indicators. However, the school's financial ability remains the limit of the nominal realization of incentives. For non-civil servant teachers, salaries are sourced from BOS funds and student tuition fees.

Supporting Factors and Obstacles in the Implementation of HR Management

The main supporting factor at MTs Al Muasyarah lies in the leadership of the principal who is open, communicative, and able to provide an example for teachers. Participatory leadership encourages the creation of a conducive work environment, where teachers feel valued and involved in every decision-making process. In addition, harmonious and mutually supportive communication between teachers strengthens cooperation in planning, implementing, and evaluating learning activities. The teacher's enthusiasm to continue learning and developing themselves, both through formal training, MGMP activities, and independent learning, is a positive energy that contributes to improving the quality of teaching in the classroom. Good social relations between principals, teachers, and students are also important capital, because they are able to create a comfortable, disciplined, and productive learning environment, so that school policies can be implemented effectively. However, there are still several obstacles faced by schools, including budget limitations, especially in the implementation of continuous training programs for teachers and the provision of honorariums for non-civil servant teachers. This condition often hinders the optimization of teacher competency development as a whole. In addition, the absence of a standard management documentation system causes some policies and school achievements to be poorly documented, making it difficult to be used as a reference or basis for long-term planning. However, these limitations do not reduce the school's commitment to continue to improve teacher performance consistently and progressively through learning innovation, strengthening work ethic, and collaboration with various related parties.

CONCLUSION

The results of the study show that human resource management at MTs Al Muasyarah Bogor is carried out in a structured manner through teacher needs analysis, competency-based and character-based recruitment, professional development through training, performance evaluation, as well as career planning and payroll systems that are tailored to school abilities. These efforts have an impact on increasing teachers' professionalism in teaching planning, the use of technology, and the application of differentiation methods, as



well as work ethic that is reflected in discipline, integrity, and example. A combination recruitment strategy with strict selection and career coaching contributes to student comfort and learning quality, even though the career documentation system is not optimally organized. Overall, effective human resource management at MTs Al Muasyarah plays an important role in improving teacher performance and learning quality. The research suggests the importance of continuous improvement in teacher development, school collaboration with external parties, government support for private madrasas, and expansion of research coverage in the future.

BIBLIOGRAPHY

- Bukhari. 1997. *Saheeh Al-Bukhari*. Riyadh: Darussalam.
- Joen, Siemze, and others. 2020. *Teacher Performance: Principals' Transformational Leadership Approach and Teachers' Work Motivation*. Ces. 1. Hammer: Magama (Member of IKAPI).
- Ministry of Education and Culture, Research and Technology. 2022. *National Education Report 2022*. Jakarta: Ministry of Education and Culture, Research and Technology.
- Masdar, Sjahrazad, Sulikah Asmorowati, and Jusuf Irianto. n.d. *Competency-based Human Resource Management for Public Services*. Airlangga University Press.
- Republic of Indonesia. 1945. "1945 Constitution, Article 31 Paragraph 1."
- Republic of Indonesia. 2005. "Law Number 14 of 2005 concerning Teachers and Lecturers."
- Rail, Veithzal. 2021. *Human Resource Management for Enterprises*. Jakarta: Raja Grafindo Persada.
- Sidiq, U. 2018. *Madrasah Management*. Ponorogo: Nata Karya.
- Statistics, Central Agency. 2023. "Welfare Statistics of the Indonesian People."
- Supardi. 2023. *Teacher Performance: Theory and Practice*. Jakarta: Rajagrafindo Persada.
- Supiani. 2022. *Teacher Performance: Improvement Through Principal Supervision and Work Motivation*. Riau: Dotplus Publisher.
- Alwi, R., M. Latifah, and F. L. Wulan. 2025. "Teacher Professionalism Development Program in Improving Teacher Competence at SDN Waringin Bogor." *Fikrah: Journal of Islamic Education* 8(2):227–38.
- Asdir. 2020. "The Effectiveness of Human Resource Management in Improving Teacher Performance at MAN Palopo."
- Fadhillah, R. 2022. "Human Resource Management (HR) in Improving Teacher Professionalism at Madrasah Aliyah Negeri 2 Kuningan." *Al-F him: Journal of Islamic Education Management* 3(2):134.
- Hasibuan, F. U., and R. Wahyuni. 2020. "The Influence of Public Knowledge and Interest in the Application of Islamic Values on the Decision to Use Sharia Banking Savings (Case Study of the Langsa City Community)." *Scientific Journal of Islamic Economics* 6(1):22. doi: 10.29040/jiei.v6i1.790.
- Herdiana, Wina, Ahmad Idhofi, and Agus Ali. 2024. "The Influence of Human Resource Management on Work Culture in Min 1 Bogor." *Journal ???*
- Mubarok, R. 2021. "Development of Human Resource Management in Islamic Educational Institutions." *Al-F him: Journal of Islamic Education Management* 3(2):134.
- Nurhaeni. 2019. "Human Resource Management of Educational Institutions." *Journal of Idaho* 3(1):131.



- Government of Indonesia. 2003. *Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System*.
- Rosadi, N. A., R. Alwi, and F. A. Riva'i. 2024. "Implementation of School-Based Management in an Effort to Improve the Quality of Education at MTs AL-Falahiyah Puraseda." *Abstract* 3(2):35-49.
- Syahputra, R. D., and N. Aslami. 2023. "The Key Principles of George R. Terry's Management." *Journal of Creative Management* 1:51-61.

