HUMAN RESOURCE MANAGEMENT STRATEGY AND TEACHER PERFORMANCE IN IMPROVING LEARNING EFFECTIVENESS AT MAN 2 PANDEGLANG

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Abstract
This study aims to analyze human resource (HR) management strategies and teacher performance in improving learning effectiveness at MAN 2 Pandeglang. The study used a qualitative case study approach, involving the principal, the vice principal of curriculum, teachers, and education staff as informants. Data were collected through in-depth interviews, classroom observations, and document analysis, and analyzed using NVivo with open, axial, and selective coding techniques. The results showed that HR management strategies in the madrasah have been implemented in a structured manner, including teaching load planning, teacher professional development, academic supervision, and appreciation. However, these strategies have not been based on an in-depth analysis of learning needs, so their contribution to learning quality remains partial. Teacher performance meets administrative standards, but learning implementation remains limited to lecture-based methods, and evaluations are more focused on cognitive aspects. Learning effectiveness is in the sufficient category, with a conducive classroom climate, but student engagement and method variety need improvement. This study confirms that integrating HR management strategies and teacher performance development is key to creating more effective, adaptive, and innovative learning.
Keywords: Human Resource Management, Teacher Performance, Learning Effectiveness

INTRODUCTION

Management is a process encompassing planning, organizing, implementing, and controlling organizational resources to achieve goals effectively and efficiently. In education, management plays a strategic role by determining the quality of learning processes and outcomes. Pusvitasari (2021) emphasized that the success of educational institutions is primarily determined by the management's ability to manage human resources, particularly teachers, as the spearhead of learning implementation. Therefore, effective educational management must be oriented toward continuously strengthening teacher capacity and professionalism.

The primary focus of this research is learning effectiveness, namely, the extent to which the learning process achieves predetermined educational goals. Learning effectiveness is measured not only by student learning outcomes but also by the quality of the learning process, student engagement, and the teacher's ability to implement appropriate learning strategies. Hobbiss (2021) explains that learning effectiveness is highly dependent on the consistency of teachers' teaching practices, which are formed through professional habits, institutional support, and a conducive management system. Therefore, learning effectiveness results from the teacher's competency and the school management system.

This research was conducted at MAN 2 Pandeglang, a state Islamic high school (madrasah aliyah) that plays a crucial role in providing secondary education based on Islamic values. As a formal educational institution, MAN 2 Pandeglang is expected to produce graduates who excel academically

and possess religious character. Imaduddin (2024) stated that madrasas have unique organizational characteristics, necessitating contextual human resource management strategies, particularly to improve teacher performance and ensure effective learning.

The effectiveness of learning in madrasas is greatly influenced by human resource management and teacher performance. Human resource management encompasses planning for teacher needs, professional development through training and supervision, and an objective and continuous performance appraisal system. Teacher performance is reflected in their ability to develop lesson plans, manage classes, use learning methods and media, and conduct appropriate learning evaluations. Permatasari (2023) emphasized that integrated human resource management practices contribute to improved teacher performance and ultimately improve the effectiveness of learning in schools.

Based on the survey conducted through initial observations and brief interviews with several teachers at MAN 2 Pandeglang, several problems were identified, including a suboptimal teacher professional development program, a limited variety of learning methods, and a teacher performance evaluation system that did not provide continuous feedback. These conditions have implications for the uneven effectiveness of learning across classes. Therefore, research on HR management strategies and teacher performance is essential for formulating a managerial approach that continuously improves learning effectiveness at MAN 2 Pandeglang.

An interesting phenomenon at MAN 2 Pandeglang is the gap between demands for improved learning quality and administratively oriented human resource management practices. On the one hand, madrasas are required to improve learning effectiveness by implementing adaptive curricula, active learning, and educational technology. However, teacher professional development has not been systematically and sustainably implemented. This phenomenon is reflected in variations in teacher performance in implementing innovative learning strategies, differences in teacher readiness to face changes in education policy, and the suboptimal use of performance evaluation results as a basis for learning improvements. These conditions indicate that human resource management strategies have not been fully integrated with efforts to improve learning effectiveness at madrasas.

Based on these phenomena, several main problems can be identified, including: the absence of teacher human resource development planning based on real learning needs; the implementation of academic training and supervision that is uneven and not sustainable; a teacher performance appraisal system that tends to be formal and has not been utilized as an instrument for quality improvement; and limited learning support facilities that have an impact on the low variety of learning methods and media. In addition, differences in teacher employment status can affect motivation and the consistency of teaching performance. These various problems underscore the need for in-depth research on human resource management strategies and teacher performance to inform the formulation of managerial policies that improve learning effectiveness at MAN 2 Pandeglang in a sustainable manner.

Several studies have shown that human resource management and teacher performance are essential determinants in improving learning effectiveness. Hobbiss (2021) emphasized that teacher teaching effectiveness develops through professional habits supported by a consistent and sustainable school management system. In the context of Islamic education, Pusvitasari (2021) found that planned human resource management, particularly through teacher development and performance evaluation, contributes significantly to the quality of learning in madrasas. Research by Permatasari (2023) also emphasized that the integration of human resource management practices from planning, development, to performance assessment can improve teacher performance and the quality of the learning process. Furthermore, Imaduddin (2024) demonstrated that madrasah principal leadership oriented toward teacher development plays a strategic role in strengthening teacher performance and learning effectiveness. Meanwhile, a study by Fauzi (2024) revealed that learning effectiveness is influenced by the alignment between teacher pedagogical competencies, organizational support, and a school culture that encourages innovation. These findings reinforce the urgency of this research to examine human resource management strategies and teacher performance to improve learning effectiveness at MAN 2 Pandeglang.

Although various studies have examined human resource management, teacher performance, and learning effectiveness, most still adopt partial approaches, focusing on HR management or teacher performance separately, and are primarily conducted in the context of public schools or non-madrasah educational institutions. Furthermore, research specifically integrating HR management strategies with teacher performance in the context of state Islamic senior high schools, particularly in the Banten region, is still relatively limited. Some studies also emphasize student learning outcomes as output, without delving deeply into how managerial processes and teacher performance interact to shape learning effectiveness. Therefore, there remains a research gap in a comprehensive understanding of contextual and sustainable HR management strategies to improve teacher performance and learning effectiveness in madrasah environments.

The novelty of this research lies in its integrative approach, which simultaneously examines human resource management strategies and teacher performance as key factors in improving learning effectiveness at MAN 2 Pandeglang. This research not only captures the state of teacher performance but also analyzes how human resource management practices, from planning and professional development to academic supervision and performance evaluation, are implemented in the madrasah context. Furthermore, this study highlights the unique characteristics of state madrasahs (Islamic senior high schools), which combine academic demands and Islamic values as contextual variables in learning effectiveness. Thus, the research results are expected to provide theoretical contributions to the development of Islamic education management studies and practical contributions to madrasah policymakers in formulating more effective and sustainable human resource management strategies.

LITERATURE REVIEW

Human Resource Management in Education

Human resource management in education is understood as a series of policies and practices designed to strategically manage teaching staff to achieve the goals of educational institutions optimally. Kurniawan and Astuti (2022) explain that effective human resource management in education must be based on competency development, fair assessment, and teacher career continuity. Furthermore, Supriyanto and Wahyudi (2023) emphasize that alignment between human resource planning and school learning needs is essential to the success of educational human resource management.

Teacher Performance

Teacher performance reflects their professional abilities in planning, implementing, and evaluating learning in accordance with educational standards. According to Anwar and Abdullah (2021), teacher performance is influenced by internal factors such as competence and motivation, as well as external factors such as school management systems and leadership. Meanwhile, Siregar and Lubis (2024) emphasize that improving teacher performance requires managerial support oriented toward continuous development and evaluation based on actual classroom performance.

Learning Effectiveness

Learning effectiveness refers to the extent to which learning objectives are achieved, as indicated by the quality of the learning process and student learning outcomes. Rahman, Yasin, and Fitriani (2022) state that effective learning occurs when teachers can manage the classroom interactively and contextually. Furthermore, Susanto and Pratama (2023) explain that learning effectiveness is greatly influenced by the suitability of learning strategies to student characteristics and the support of a conducive school environment.

METHOD

Research methods play a crucial role in ensuring the accuracy of data collection and analysis, as well as in setting scientifically sound research objectives. This study was designed to gain a deep understanding of human resource management strategies and teacher performance in improving learning effectiveness. Therefore, a qualitative approach was chosen because it allows for a comprehensive exploration of the phenomenon's meaning, process, and context (Creswell & Poth, 2021).

Research Approaches and Types

This research uses a qualitative case study approach. This approach allows researchers to gain an in-depth understanding of human resource management practices and teacher performance within the natural context of a madrasah. The case study was chosen because the research focuses on a single location with specific characteristics, namely MAN 2 Pandeglang. According to Creswell and Poth (2021), case studies are appropriate for examining complex phenomena in specific contexts and require in-depth exploration of ongoing processes.

Research Location and Subjects

The research location was MAN 2 Pandeglang, Banten Province. Subjects included the principal, the deputy principal for curriculum, subject teachers, and education staff. Informants were selected using purposive sampling, selecting informants deemed to have the best understanding of HR management strategies and learning implementation. This approach aligns with the views of Guest, Namey, and Mitchell (2022), who emphasize that purposive informant selection can yield rich and relevant data in qualitative research.

Data Collection Techniques

Data were collected through in-depth interviews, observations, and documentation studies. Semi-structured interviews were conducted to explore informants' perspectives on human resource management strategies, teacher performance, and learning effectiveness. Observations were used to directly observe the learning process and managerial activities at the madrasah. Documentation studies included analyses of madrasah planning documents, teacher development programs, and learning evaluation reports—this combination of techniques aimed to obtain comprehensive, complementary data (Miles et al., 2023).

Data Analysis Techniques Using NVivo

Data analysis was conducted thematically using NVivo software. The analysis stages included data transcription, open coding, category grouping, and theme extraction. NVivo was used to improve the systematicity, transparency, and traceability of the qualitative data analysis process. Braun and Clarke (2021) stated that software-assisted thematic analysis can help researchers identify patterns of meaning in a more structured and consistent manner.

Validity of Data and Research Procedures

Data validity was maintained through source and technique triangulation, member checking, and an audit trail. Member checking was conducted by confirming the findings with informants to ensure the researcher's interpretations align with their experiences. Furthermore, NVivo also helped maintain data dependability and confirmability by systematically documenting the analysis process (Miles et al.,

2023). The research procedure included planning, data collection, NVivo data analysis, and conclusion drawing. All stages were carried out sequentially and reflectively to ensure the research findings were valid and scientifically accountable.

RESULTS AND DISCUSSION

Research result

The results of this study were obtained through in-depth interviews, learning observations, and a review of managerial and academic documents at MAN 2 Pandeglang. All data were analyzed thematically using NVivo software through open, axial, and selective coding stages. The analysis yielded key themes in human resource management strategies, teacher performance, and learning effectiveness, which are presented systematically below.

1. Human Resource Management Strategy at MAN 2 Pandeglang

Human resource management strategies are the primary foundation for building quality learning in madrasas. Research findings indicate that MAN 2 Pandeglang has implemented various human resource management strategies, including teacher planning, development, and evaluation. However, the implementation of these strategies still shows varying levels of effectiveness in supporting learning.

Table 1. Teacher Human Resource Management Strategy at MAN 2 Pandeglang

No	Human Resource Management Strategy	Implementation Form
1	Human Resource Planning	Adjustment of teaching load and subject needs
2	Teacher Development	Internal training, MGMP, curriculum workshops
3	Performance Evaluation	Academic supervision and periodic assessment
4	Motivation and Appreciation	Non-financial awards and coaching

Source: Primary data processed by researchers, 2025.

Table 1 shows that MAN 2 Pandeglang has implemented a structural human resource management strategy, particularly in teacher planning and development. Activities such as MGMP (*teaching group*) and internal training serve to improve pedagogical competence. However, interviews revealed that performance evaluation and the appreciation system have not been fully utilized as a basis for continuous learning improvement, resulting in a suboptimal impact on learning quality.

2. Teacher Performance in the Learning Process

Teacher performance is a crucial indicator in assessing the success of human resource management implementation in madrasas. Through classroom observations and interviews, this study identifies how teachers carry out their professional duties in planning, implementing, and evaluating learning, and how this performance contributes to the teaching and learning process.

Table 2. Teacher Performance Findings Based on Observations and Interviews

No	Teacher Performance Aspects	Key Findings

1	Learning Planning	RPP is available, but the variety of methods is limited
2	Learning Implementation	Dominance of the lecture method
3	Classroom Management	The class is relatively conducive
4	Learning Evaluation	Focus on cognitive tests

Source: Primary data processed by researchers, 2025.

Table 2 shows that teachers at MAN 2 Pandeglang have met administrative learning standards, particularly in developing learning materials. However, learning is still dominated by lecture methods with limited strategy variation. Learning evaluation focuses more on cognitive aspects, resulting in suboptimal development of students' affective and psychomotor aspects. This situation indicates the need to improve teachers' pedagogical performance.

3. Learning Effectiveness at MAN 2 Pandeglang

Learning effectiveness is the primary measure of the success of integrating human resource management strategies with teacher performance. Based on observations and interviews, this study identifies the level of learning effectiveness through indicators of student engagement, achievement of learning objectives, method variation, and classroom learning climate.

Table 3. Learning Effectiveness Indicators

Effectiveness Indicators	Current Conditions
Student Engagement	Currently
Achievement of Learning Objectives	Enough
Method Variations	Low
Learning Climate	Conducive

Source: Primary data processed by researchers, 2025.

Table 3 shows that learning effectiveness at MAN 2 Pandeglang is in the sufficient category. The learning climate is relatively conducive, but student engagement and the variety of learning methods remain low. This finding indicates that an integrated human resource management strategy and teacher performance do not fully support learning effectiveness. Therefore, improving learning effectiveness requires strengthening the human resource management and teacher pedagogical practices.

Discussion

This discussion aims to interpret the research findings analytically by linking them to theory and prior research. The primary focus of the discussion is on how human resource management strategies and teacher performance contribute to learning effectiveness at MAN 2 Pandeglang. Thus, this discussion not only explains the empirical findings but also strengthens the research's position within the framework of madrasah education and learning management studies.

1. Human Resource Management Strategy as a Foundation for Improving Learning

The research results indicate that the human resource management strategy at MAN 2 Pandeglang has been implemented structurally through teaching load planning, teacher professional development, and academic supervision. However, this strategy is not yet fully strategic because it

is not based on an in-depth analysis of learning needs. This condition aligns with Pusvitasari's (2021) findings, which stated that human resource management in educational institutions is often administratively oriented and not directed at improving learning quality. Permatasari (2023) also emphasized that without integration between human resource planning and classroom needs, teacher development tends to be general and lacks significant impact. Therefore, the human resource management strategy in madrasas should focus on mapping teachers' pedagogical competencies, strengthening training aligned with learning needs, and using performance evaluation results to improve teaching and learning.

2. Teacher Performance from an Educational Management Perspective

Teacher performance at MAN 2 Pandeglang shows a gap between meeting administrative standards and the quality of learning practices. Teachers have implemented lesson planning and classroom management quite well, but their approach to learning methods remains conventional. This finding supports the view of Anwar and Abdullah (2021), who stated that a lack of continuous and reflective pedagogical guidance often hampers teacher performance. Furthermore, Hobbiss (2021) emphasized that improving teacher performance depends not only on individual competency but also on a school management system that encourages innovation and continuous learning. In this context, educational management in madrasas needs to provide space for reflection, mentoring, and constructive feedback so that teacher performance not only meets administrative demands but also significantly improves the quality of learning.

3. Learning Effectiveness in the Madrasah Context

Learning effectiveness at MAN 2 Pandeglang is in the sufficient category, characterized by a conducive classroom climate but suboptimal student engagement. This finding indicates that the learning environment supports the learning process but does not fully encourage active student participation. Rahman, Yasin, and Fitriani (2022) stated that learning effectiveness is strongly influenced by teachers' instructional strategies and the variety of classroom methods used. Imaduddin (2024) also emphasized that madrasas have distinct characteristics that require a contextual, participatory learning approach to achieve academic goals and Islamic values in a balanced manner. Therefore, improving learning effectiveness in madrasas requires pedagogical innovation that aligns with students' characteristics, as well as management support in providing facilities and developing teachers' competencies.

4. Integration of Human Resource Management and Teacher Performance on Learning Effectiveness

This discussion emphasizes that learning effectiveness results from the harmonious integration of human resource management strategies and teacher performance. Research findings indicate that when human resource management is not directly linked to teacher performance evaluation and learning needs, the resulting quality improvements tend to be partial. Aligns with

the findings of Supriyanto and Wahyudi (2023), who stated that human resource planning not based on teacher performance will struggle to produce effective learning. Therefore, madrasas need to integrate human resource planning, teacher performance development, and learning evaluation into a single, sustainable management system. This integration enables madrasas to create learning that is adaptive, innovative, and responsive to changing student needs.

CONCLUSION

Based on the research results and discussion, the human resource (HR) management strategy at MAN 2 Pandeglang has been implemented structurally through teaching load planning, teacher professional development, academic supervision, and appreciation. However, this strategy is not yet fully strategic because it is not based on a specific learning needs analysis, so its contribution to improving learning quality is still partial.

Teacher performance at this madrasah demonstrates good compliance with administrative standards, including the preparation of lesson plans and conducive classroom management. However, learning is still dominated by lecture methods with limited variation, and learning evaluation focuses more on cognitive aspects. Indicates that teacher performance still requires ongoing pedagogical development that can encourage innovation, reflection, and the implementation of active learning strategies. Learning effectiveness at MAN 2 Pandeglang is in the sufficient category. The learning climate is conducive, but student engagement and the variety of learning methods are still low. It confirms that learning effectiveness depends not only on teacher motivation and competence, but also on the harmonious integration of human resource management and teacher performance.

Thus, improving the quality of learning requires human resource management strategies, teacher performance development, and ongoing evaluation of learning. This integration can create an adaptive, innovative, and responsive learning environment, thereby increasing the effectiveness of learning in madrasas and achieving academic goals and Islamic values in a balanced manner.

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