

### ANALYSIS OF HUMAN RESOURCE LIMITATIONS ON TEACHERS MADRASAH TSANAWIYAH AL-FURQON BANDUNG

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#### **Abstract**

This study aims to explore the impact of limited human resources (HR) on the quality of teaching and learning at Madrasah Tsanawiyah Al-Furqon through interviews with two teachers. The results indicate that the insufficient number of teaching staff increases the workload of teachers, requiring them to handle excessive administrative tasks and teach subjects outside their specialization. This condition negatively impacts the quality of education, as teachers struggle to provide adequate attention to each student, especially those requiring more intensive guidance. The HR limitations also hinder students' academic and non-academic achievements, as well as the implementation of development programs such as extracurricular activities. Although teachers have attempted to address these challenges by utilizing interactive and project-based learning methods, support from school management in the form of additional teacher recruitment, training, and educational technology is still needed to effectively meet teaching needs and maintain teacher well-being. This study underscores the importance of greater attention to HR management in educational settings to ensure optimal and sustainable learning processes.

**Keywords:** Constraints, Human Resources, Teachers

#### **Abstrak**

*Penelitian ini bertujuan untuk mengeksplorasi dampak keterbatasan sumber daya manusia (SDM) terhadap kualitas pengajaran dan pembelajaran di Madrasah Tsanawiyah Al-Furqon melalui wawancara dengan dua guru. Hasil penelitian menunjukkan bahwa jumlah tenaga pengajar yang tidak memadai meningkatkan beban kerja guru, mengharuskan mereka menangani tugas administratif yang berlebihan dan mengajar mata pelajaran di luar spesialisasi mereka. Kondisi ini berdampak negatif pada kualitas pembelajaran, karena guru kesulitan memberikan perhatian yang memadai kepada setiap siswa, terutama bagi mereka yang membutuhkan bimbingan lebih intensif. Keterbatasan SDM juga menghambat pencapaian akademik dan non-akademik siswa, serta pelaksanaan program pengembangan seperti kegiatan ekstrakurikuler. Meskipun guru telah berupaya mengatasi tantangan ini dengan menggunakan metode pembelajaran interaktif dan berbasis proyek, dukungan dari manajemen sekolah dalam bentuk rekrutmen tenaga pengajar tambahan, pelatihan, dan teknologi pendidikan masih diperlukan untuk memenuhi kebutuhan pengajaran secara efektif dan menjaga kesejahteraan guru. Studi ini menekankan pentingnya perhatian lebih terhadap pengelolaan SDM dalam lingkungan pendidikan untuk memastikan proses pembelajaran yang optimal dan berkelanjutan.*

**Kata kunci:** Keterbatasan, Sumber daya manusia, Guru

#### **Introduction**

Human resources (HR) are the only resources that can think, feel, skills, knowledge, and creativity. The role of each individual in the environment cannot be separated from developing the potential that exists within them to develop the environment, foster, and sustainably improve the

welfare of society. The main function of HR is to increase productivity in the organization so that it can become more competitive and achieve the goals that have been set (Boselie et al., 2021). The quality of HR refers to the extent to which individuals in an organization or society have the skills, knowledge, attitudes, and capabilities necessary to achieve goals and perform tasks effectively. The need to assist the organization in achieving these goals is a reflection of professionalism at work. This professionalism shows how important the role of HR is in the success of the organization. To achieve organizational goals well, HR is needed that meet the requirements and criteria of the organization (Li et al., 2021). These criteria are expected to form productive human resources, which are useful in achieving organizational goals.

In the context of education, teachers are the most important element. Without the presence of teachers, it is difficult to imagine how the educational process can take place. Although there is a theory that states that the presence of humans as teachers can hinder the development of learners, the role of teachers in the education process still cannot be ignored (Sari & Nayır, 2020). According to Law No. 14/2005 on Teachers and Lecturers, teachers are defined as professional educators who are tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students, both in early childhood education, formal education, basic education, and secondary education. However, MTS Al-Furqon faces limited human resources, where there are only 8 teachers for 6 classes. Some of these teachers are santri who are serving, with inadequate educational backgrounds. This limitation is a challenge in maintaining the quality of education provided to students.

Human resource management (HRM) is a discipline that focuses on managing relationships and the role of the workforce effectively so that individual potential can be optimally utilized. It aims to ensure the fulfillment of common goals between the company, employees, and society (Tamsah et al., 2021). In the context of education, HRM plays an important role in ensuring the success of teaching and learning activities. Such success can be measured by the extent to which educators prepare for the learning process in the classroom, including its planning and implementation. Planning is one of the fundamental elements in every learning management activity. Without careful planning, learning activities tend to face various obstacles, ranging from lack of coordination to failure to achieve predetermined goals. Therefore, teachers as the spearhead of learning are expected to be able to design learning processes that are interesting, creative, and relevant to students' needs. This design does not only aim to deliver material but also to increase students' interest and motivation to learn (Caucutt & Lochner, 2020).

Teachers need to consider various factors in the learning planning process. One of them is understanding students' needs, including their learning styles and ability levels. By understanding students' characteristics, teachers can choose appropriate teaching methods and maximize their potential in achieving the expected competencies. In addition, teachers also need to pay attention to the use of technology in learning, given the increasingly large role of technology in modern life (Haldorai et al., 2022). Technology not only helps in delivering materials but also opens access to various learning resources that were previously difficult to reach. On the other hand, human resource management in educational institutions also includes developing the competence of teaching staff through training and mentoring. This training can take the form of workshops, seminars, or certification programs that aim to improve teachers' pedagogical skills, mastery of technology, and managerial abilities. Thus, teachers are not only able to deliver the material well but can also adapt to changes in the world of education (Mulang, 2021).

In the context of educational success, student learning motivation is also an important indicator. Teachers need to create a conducive and pleasant learning atmosphere so that students feel motivated

to learn. For example, the application of project-based learning methods or group discussions can increase student involvement in the learning process. In addition, providing constructive feedback is also one way to encourage students to continue to improve their abilities. Good human resource management is also closely related to managing relationships between educators and school management. Collaboration between teachers, administrative staff, and school management can create a positive synergy in creating a quality educational environment. In this case, the principal as a leader has a strategic role to provide direction, support, and evaluation of all activities that take place in the school (Vahdat, 2021).

Furthermore, HRM in education does not only focus on the technical aspects of teaching but also includes managing the welfare of the workforce. Improving teachers' welfare, both financially and non-financially, is an important factor to ensure they can work optimally. This involves providing decent salaries, adequate work facilities, and recognition for work achievements. Thus, teachers feel valued and motivated to give their best in educating students. In addition, schools need to have a clear vision and mission in managing human resources. This vision should be aligned with the national education goals as well as the needs of the community around the school. In practice, the vision is translated into strategic policies that cover workforce recruitment, development, and evaluation. The recruitment process should be conducted transparently and based on the required competencies, while workforce development is focused on improving quality through continuous training.

Periodic evaluations also need to be conducted to ensure that the HRM strategies implemented have a positive impact on educational institutions. This evaluation includes an assessment of teacher performance, the effectiveness of training programs, and the level of student satisfaction with the learning process. By conducting regular evaluations, schools can identify areas for improvement and design appropriate remedial measures. Furthermore, the success of education depends not only on the role of teachers and school management but also involves the participation of parents and the community. Cooperation between schools and families can provide greater support in helping students reach their full potential. For example, parents can be involved in school activities such as parent-teacher meetings, educational workshops, or mentoring programs. Thus, a harmonious relationship is created between all parties involved in the educational process.

In the era of globalization and rapid technological development, educational institutions also need to adapt to the demands of the times. Digitalization in human resource management is one solution to improve efficiency and accuracy in managing workforce data. Digital-based management systems allow schools to track teacher performance, manage schedules, and design training programs more effectively. In addition, the use of technology also helps in streamlining administrative processes, so that teachers can focus more on their main task, which is teaching. Ultimately, the success of education is greatly influenced by the extent to which educational institutions can manage human resources well. By integrating careful planning, continuous training, professional leadership, and harmonious collaboration, schools can create an optimal learning environment for students. This process requires commitment and cooperation from all parties, both at the individual and organizational levels, to realize the goal of sustainable and relevant education.

## **Research Methods**

This research uses a qualitative approach that is often used in social sciences, including education, to build knowledge through understanding social phenomena and human problems (Juniatmoko, 2019). This qualitative research was conducted at Madrasah Tsanawiyah Al-Furqon with a focus on employee motivation and performance, involving 1 principal, 2 teachers, as well as 3 students/youth parents as informants. Data were collected through observation, interviews, and

documentation, and analyzed using the Miles and Huberman method which includes data reduction, data visualization, and verification. This study aims to explore in-depth information about the condition of HR in the school and understand its impact on achieving organizational goals.

## **Results and Discussion**

### **Research Results**

The condition of human resources at Madrasah Tsanawiyah Al-Furqon: Interviews with both teachers at Madrasah Tsanawiyah Al-Furqon revealed that they feel the number of teaching staff at this school is still inadequate. Teacher A stated that currently, they often have to handle classes that are too large, making it difficult to give optimal attention to each student. This is due to the limited number of teachers who are not proportional to the number of students. Teacher B added that this limitation makes them have to handle more administrative tasks and sometimes teach subjects outside their specialization, which can reduce the focus on teaching quality.

The Impact of Limited Human Resources on Students' Academic and Non-Academic Achievements Both teachers also shared that limited human resources have a significant impact on students' academic and non-academic achievements. Teacher A admitted that with a limited number of teaching staff, it is difficult to give adequate attention to each student. Some students who need more attention often do not get enough guidance due to limited time and energy. Teacher B added that the high workload not only impacts on the quality of learning but also on teachers' welfare. They often feel tired and find it difficult to always give their best in every learning session. Strategies for Overcoming Limited Human Resources To overcome limited human resources, both teachers conveyed several strategies that have been implemented.

Teacher A mentioned that they try to use more interactive and project-based learning methods so that students can learn independently and work together in groups. This helps reduce the pressure on teachers to always give direct instructions. Teacher B added that they feel supported by school management in several ways, such as the provision of additional resources, training, or joint discussions to find solutions to learning problems. However, the implementation of this support is often less consistent. Suggestions for Overcoming HR Limitations As a suggestion, both teachers agreed that the school needs to make an effort to recruit more teaching staff, especially those with certain specializations. Teacher A also suggested that schools increase support in the form of educational technology or teaching assistants, which could help ease teachers' workload. Teacher B added that more training for teachers to develop effective teaching methods would also be very useful in dealing with the challenge of limited human resources.

### **Discussion**

Based on the interviews with the two teachers at Madrasah Tsanawiyah Al-Furqon, it can be concluded that limited human resources at this school is a significant problem and affects various aspects of the learning process. The limited number of adequate teaching staff leads to a high workload on teachers, which in turn impacts the quality of teaching and the welfare of the teachers themselves. This challenge affects not only students' academic achievement but also their non-academic achievement, as teachers cannot give enough attention to each student. The strategies that have been implemented, such as the use of interactive and project-based learning methods, show proactive efforts from teachers to overcome these limitations. However, support from school management is also an important factor that needs to be improved, both in the consistency of support implementation and in the provision of additional resources. Recruitment of additional teaching staff and capacity building of teachers through training are also highly recommended measures to address this issue.

To ensure the sustainability and success of education at Madrasah Tsanawiyah Al-Furqon, holistic strategic measures in human resource management are required. Research shows that although efforts have been made to address the institution's limited human resources, challenges remain. This is mainly related to the need to increase the number of adequate teaching staff and provide better managerial support. Such support includes more strategic and flexible management and active involvement of stakeholders in decision-making. If these steps are taken, not only will learning needs be better met, but also a conducive teaching-learning atmosphere for students and teachers will be created.

One of the key recommendations is the active role of HR managers in designing and implementing policies that support workforce development. As stated by Sarwar et al., (2020), this approach includes organizational planning, implementation, management, and supervision relevant to HR development. Changing the work system from reactive to proactive is key to ensuring that educational institutions can better respond to challenges. This is in line with the findings of Cilliers et al., (2020), who mentioned the importance of transforming operational structures to be more flexible, supported by strategic policies that accommodate long-term needs. In addition, the existence of training and workforce trainers is one aspect that cannot be ignored. According to Goldin, (2024), effectively designed training can efficiently manage the workforce to the demands of work in educational institutions. In this context, training includes not only the development of technical skills but also the ability to adapt to the dynamics of change that occur in the world of education. In other words, excellent human resource management requires an approach that includes a deep understanding of the needs of the organization, both now and in the future (Jafari-Sadeghi et al., 2019).

Leadership is also a determining factor in achieving educational goals. As explained by Joshi et al., (2020), educational institutions that want to develop must be managed by professional educational managers. Effective leadership not only serves as a guide for teaching staff and students but also as a driving force in creating innovation and a positive work culture. Leaders in this institution are expected to be able to make decisions based on in-depth analysis and a collaborative approach so that various parties can contribute maximally to realizing the vision and mission of the school. Furthermore, a collaborative approach to HRM also requires special attention. One strategy is to strengthen the relationship between the school and the surrounding community, including parents. Support from these various parties will provide a new dimension in the effort to create an inclusive and supportive educational environment (Alam, 2022). By involving various stakeholders, educational institutions can design programs that are more relevant to students' needs and support their holistic growth.

However, the successful implementation of these strategies depends largely on the willingness of institutions to invest in workforce capacity building. This involves allocating sufficient resources for the recruitment of new teaching staff, ongoing training, and provision of adequate facilities (Hoesny & Darmayanti, 2021). In addition, it is also necessary to conduct periodic evaluations to ensure that the strategies implemented are truly effective in responding to the challenges faced. In this context, the transformation of organizational culture is important. Educational institutions such as Madrasah Tsanawiyah Al-Furqon need to adopt a work culture based on quality improvement, innovation, and accountability. This kind of work culture will encourage all parties, both teaching staff and management, to work with greater enthusiasm in achieving common goals. Thus, changes will not only occur at the policy level but also in daily practices in the field. Overall, a comprehensive approach is needed to overcome the problems at Madrasah Tsanawiyah Al-Furqon. Increasing the

number of teaching staff, better managerial support, workforce training, and professional leadership must work synergistically. If these steps are taken with full commitment, the madrasah will not only be able to meet current learning needs but will also be ready to face future educational challenges.

## Conclusion

Based on the results of research conducted through interviews with two teachers at Madrasah Tsanawiyah Al-Furqon, it can be concluded that the limited human resources (HR) at this school have a significant impact on the teaching and learning process. The inadequate number of teaching staff causes a high workload on teachers, which results in a decline in the quality of teaching and teacher welfare. In addition, the lack of human resources also affects students' academic and non-academic achievements as teachers cannot provide optimal attention to each student. Although teachers have attempted to address these issues through the use of interactive and project-based learning methods, support from school management in the form of providing additional resources and training for teachers still needs to be improved. Therefore, further measures, such as the recruitment of additional teaching staff and capacity building for teachers, are needed to address the limited human resources in this school and ensure that teaching and learning needs are effectively met.

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