

EFFECTIVENESS OF HUMAN RESOURCE PROGRAMS IN IMPROVING SCHOOL WORK PRODUCTIVITY

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ABSTRACT

Background	School work productivity is significantly influenced by the effectiveness of human resource (HR) programs, which directly impact school quality and the satisfaction of students and parents.
Purpose	This study aims to describe the effectiveness of educational HR programs in enhancing work productivity at El-Rasyad Islamic Junior High School.
Research Methodology	Employing a qualitative approach with a case study method, data were collected through interviews, observations, and documentation, and analyzed using data condensation, data display, and conclusion drawing.
Result	the HR program at El-Rasyad Islamic Junior High School includes training, seminars, mentoring, and performance-based rewards. These activities are conducted both inside and outside the school with varying durations. The program has a positive impact on teachers and staff by improving competence, confidence, and alignment with the school's vision, thereby fostering a professional and productive work environment that supports effective teaching and learning. Additionally, the HR program effectively shapes positive work behavior through classroom management training, character workshops, and behavior-based assessments. Regular evaluations are conducted to assess its effectiveness. The outcomes include increased discipline, work ethic, and staff commitment to the school's mission, which directly enhance the quality of learning and the satisfaction of students and parents.
Conclusion	The integration of behavior- and performance-based HR programs in a continuous manner is essential for improving the attitudes and work behavior of teachers in integrated Islamic school environments
Keywords	Human Resources, Work Productivity, School

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INTRODUCTION

Work productivity in schools is strongly influenced by teachers' success in carrying out their instructional duties in accordance with the school's objectives (Wahyuni et al., 2019). According to Timpe, teacher productivity is not only defined by meeting job demands but also by exceeding assigned responsibilities (Yusuf, 2013). The concept of work productivity as a form of *jihad* implies working diligently as part of fulfilling the noble duties of a teacher (Rahmawati et al., 2022). Teacher productivity plays a crucial role in improving the quality of learning and has been shown to have a positive and significant effect on instructional outcomes in elementary schools (Suhaenah & Rohmah, 2019). Furthermore, high productivity is a key factor in achieving educational goals (Wirayudha & Suardana, 2019), positively impacting student achievement (Irmayanti & Wardiah, 2020) and increasing satisfaction among students and parents regarding educational services and school quality (Pratiwi & Supriyanto, 2021).

School work productivity significantly influences various aspects of the educational environment. At SMA Negeri 1 Sumberejo, teacher productivity has a positive effect on student academic achievement (Irmayanti & Wardiah, 2020). In terms of operational management, employee productivity contributes directly to improved operational efficiency (Riyanto & Hatmawan, 2020). Likewise, at SMA Negeri 2 Semarang, teacher productivity plays a major role in student and parent satisfaction with educational services (Pratiwi & Supriyanto, 2021). Additionally, innovative leadership and strong managerial skills of school principals enhance teacher productivity by fostering a supportive work environment (Darif et al., 2025). Teacher job satisfaction is also a determining factor—greater satisfaction is associated with lower absenteeism and higher productivity (Utami & Vioreza, 2020). Conversely, high levels of student work activity throughout the academic year can negatively impact academic performance, particularly in subjects such as mathematics (Huang et al., 2020).

Educational human resource development (HRD) programs play a vital role in enhancing school work productivity. Innovative leadership and the principal's managerial skills significantly contribute to a supportive work environment and improved teacher commitment and behavior (Darif et al., 2025). Training programs developed by institutions like Human Resource Development Limited (HRDL) have been shown to improve educational personnel's knowledge, skills, and work behaviors (El-Ouali & Jellouli, 2024). Strategic Human Resource Management (SHRM) practices align organizational goals with educators' well-being through recruitment, professional development, and performance management (Tran & Kelley, 2024). High-Performance Work Systems (HPWS) further support teacher creativity and student outcomes (Huang et al., 2023). Effective utilization of resources (Eren & Aydin, 2025), motivation, stakeholder participation (Bhutoria & Aljabri, 2022), and digital managerial competence (Mitrofanova et al., 2020) strengthen productivity—especially when integrated into internship programs (Yfantidou et al., 2024).

The effectiveness of HR programs in compensation management, welfare, and industrial relations can foster a conducive work environment for teachers and staff, enabling them to perform productively (Wijayanti & Andriati, 2019). HRD initiatives such as training, workshops, and seminars enhance the competencies and skills of both teachers and administrative staff, which ultimately improves overall work productivity (Suparno & Supriyadi, 2020). Effective HR practices in recruitment and selection ensure the acquisition of high-quality personnel aligned with institutional needs, thereby increasing school productivity (Purwanto & Sulistyani, 2020). Moreover, effective talent management and succession planning help sustain a continuous pool of qualified personnel, maintaining and enhancing work productivity in the long term (Rahmawati & Supriyanto, 2022).

This study addresses a gap in the existing literature, which often discusses Human Resource (HR) programs in general and theoretical terms without exploring their contextual implementation in faith-based educational settings such as *El-Rasyad Islamic Junior High School*. The novelty of this research lies in the practical and holistic implementation of HR programs that integrate professional training, mentoring, Islamic

values, and continuous evaluation demonstrating tangible improvements in teacher attitudes and work behavior. Additionally, the active involvement of school leaders, senior teachers, and external consultants reflects a collaborative approach that is rarely explored in previous studies. The specific objective of this study is to describe and assess the effectiveness of educational HR programs in enhancing school work productivity at El-Rasyad, focusing on the success and practical utility of these programs in improving teacher and staff attitudes, behavior, and work performance.

RESEARCH METHODOLOGY

This study was conducted at El-Rasyad Islamic Junior High School, located in Petukangan Selatan Subdistrict, Pesanggrahan District, South Jakarta City, in the Special Capital Region of Jakarta. A qualitative approach was employed using a case study method, aiming to provide an in-depth description of the effectiveness of educational human resource programs in improving school work productivity. The informants in this study consisted of five individuals: the Principal, the Vice Principal for Student Affairs, a Homeroom Teacher, a Guidance and Counseling Teacher, and one student. Data were collected through observation, interviews, and documentation, as outlined in the following tables:

Table 1. Interview Instrument

Focus	Indicators	Informant Sources
Implementation of HR Programs	Identifying involved stakeholders, types of HR programs conducted, time and duration of implementation, and evaluation processes to improve teacher and staff performance	Principal, Senior Teachers, HR Team
Program Impact	Identifying changes in teachers' and staff's attitudes and work behavior after participating in HR programs, and their direct impact on students and parents within the school community	Principal, Teachers, HR Team

Table 2. Observation Instrument

Focus	Observation Object
Implementation of HR Programs	Observations focused on identifying stakeholders involved in HR programs, types of activities conducted (e.g., training or seminars), implementation time and duration, and evaluation processes through meetings, feedback, and monitoring by the HR team and school leadership
Program Impact	Observations were aimed at assessing changes in teachers' and staff's behavior, including discipline, collaboration, professionalism, and motivation, as well as changes in interaction with students and parents, and the impact on the learning environment across school areas

Table 3. Documentation Instrument

Focus	Collected Documentation
Implementation of HR Programs	Documentation included HR training and seminar schedules, attendance lists, meeting minutes from program evaluations, and activity reports accompanied by photographic evidence of program execution
Program Impact	Collected materials included performance appraisal reports for teachers and staff, student and parent satisfaction surveys regarding behavioral changes among teachers, testimonials from the principal, teachers, and HR team, as well as photographs depicting positive interactions

Data analysis in this study was carried out in three main stages. First, data condensation was conducted by categorizing information based on the topic of the effectiveness of educational human resource programs in improving work productivity at El-Rasyad Islamic Junior High School. Second, data presentation was done in narrative and tabular form to facilitate understanding. Third, conclusions were drawn to produce valid research findings. To ensure data validity, credibility was established through source triangulation by comparing teacher

interviews; technique triangulation by comparing interview, observation, and documentation results; and confirmability by validating the findings with the teachers involved.

RESULT AND DISCUSSION

The effectiveness of human resource (HR) programs plays a critical role in enhancing school work productivity, particularly through the improvement of teacher engagement and performance. Teachers who perceive HR practices as fair and supportive demonstrate significantly higher levels of engagement and productivity (Van Beurden et al., 2025). High-performance work systems are also associated with increased job satisfaction and organizational commitment, which in turn strengthen overall school effectiveness (Maroufkhani et al., 2015). Furthermore, inclusive HR practices that promote diversity and psychological safety contribute to improved teaching outcomes and foster a stronger sense of belonging among educators (Umeji, 2024). Strategic HR planning is essential, as schools with well-defined workforce management strategies report higher levels of teacher motivation and greater access to professional development opportunities (Tuytens et al., 2023). Sustainable HR approaches that emphasize social capital and employee retention have a positive impact on organizational performance and long-term resilience (Cachón-Rodríguez et al., 2022). However, challenges such as resource inefficiencies and inclusivity gaps remain (Eren & Aydin, 2025). To address these issues, schools are encouraged to enhance communication between teachers and HR teams, implement structured training programs, and establish measurable performance standards (Burhan et al., 2024).

Human Resource Programs for Enhancing Work Attitudes at El-Rasyad Islamic Junior High School

The implementation of Human Resource (HR) programs at El-Rasyad Islamic Junior High School actively involves various stakeholders, including the school principal, senior teachers, and external expert consultants. The principal acts as the primary leader in planning and executing the programs, while senior teachers provide peer mentoring and support. These programs are designed to enhance teachers' professional capacity through various activities such as training on teaching strategies, classroom management, and the integration of educational technology. These activities are conducted regularly, both within and outside the school, and are tailored to institutional needs and the academic calendar. The programs range from short-term events such as one-day seminars to long-term initiatives like a semester-long mentoring program for new teachers. This systematic and continuous approach provides teachers with opportunities for ongoing professional development. By implementing these strategies from the beginning of the academic year through the end of the semester, the school fosters continuous learning and strengthens positive work attitudes. The integration of skill development, motivation enhancement, and opportunities within HR systems must be designed to be perceived by teachers as unique, consistent, and collectively agreed upon to improve performance (Runhaar, 2017).

The HR programs at El-Rasyad Islamic Junior High School have shown a direct impact on improving teachers' and staff members' work attitudes. Initiatives such as time management training, motivational seminars, and performance-based reward systems significantly enhance individual quality in executing professional responsibilities. Moreover, the mentoring program facilitates knowledge and experience transfer among teachers, cultivating a supportive work culture. The positive effects are observed not only on an individual level but also within a more conducive, collaborative, and productive work environment. Teachers demonstrate improved self-confidence, work motivation, and a clearer understanding of the school's vision and mission. These attitude changes are also reflected in better teacher-student interactions and more effective communication between the school, parents, and the surrounding community. Such transformations become evident within three to six months of program implementation, with more significant developments after one year of consistent execution. Strengths-based HRM implementation emphasizes the development of teacher

strengths to foster learner engagement, despite challenges such as limited skills, lack of guidance, and low awareness among teachers. Effective leadership, goal-setting, and collaboration are key success factors in HRM implementation (Tobias et al., 2025; Tantranont & Sawatdeenarunat, 2023).

The HR programs implemented at El-Rasyad Islamic Junior High School contribute strategically to enhancing professionalism and job satisfaction among staff. In particular, improvements in work attitudes encompass aspects such as discipline, responsibility, openness to feedback, and a strong willingness to engage in continuous learning. These changes positively impact the quality of educational services—both in classroom teaching and school administrative processes. The effectiveness of the programs is reflected in high teacher participation in professional development activities, low absenteeism rates, and increased teacher initiative in taking on proactive roles. The school's reputation in the community has also improved in tandem with the enhanced quality of interaction demonstrated by both teaching and administrative staff. The success of the program lies in its balanced integration of technical training and character development, supported by ongoing evaluation conducted at the end of each semester. However, limited resources such as funding and personnel may hinder HRM implementation; thus, strategic planning and resource allocation are essential. Additionally, high teacher turnover presents a challenge that can be addressed through improved working conditions and sustained professional development (Karki et al., 2018; Escudero & Martinez, 2019).

Human Resource Development Programs for Improving Work Behavior at El-Rasyad Islamic Junior High School

The Human Resource Development (HRD) program at El-Rasyad Islamic Junior High School is comprehensively designed to improve the work behavior of all teaching and non-teaching staff. The program includes classroom management training, character development workshops, Islamic work motivation seminars, peer mentoring programs, and behavior-based performance appraisal systems. Implementation is carried out in stages and continuously, with activities conducted in various locations such as classrooms, the school hall, outdoor areas, and off-site events like the annual retreat. Since its launch in the 2022/2023 academic year, the program has been evaluated monthly, with a comprehensive review conducted at the end of each semester. These evaluations aim to assess program effectiveness and align future initiatives with staff development needs. The school principal, along with the HRD team consisting of senior teachers and educational consultants, serves as the primary organizer of the program. Through a collaborative and behavior-oriented approach, the initiative aims to transform the school's work culture into one that is more productive, disciplined, and aligned with the school's vision and mission. HR programs enhance staff performance through development practices such as training and performance appraisals, which have been shown to increase employee engagement an essential driver of improved performance (Alkashami, 2024; Rumman et al., 2020).

The HRD program has had a significant impact on fostering positive work behaviors within the school environment. These improvements include increased discipline, accountability, collaboration, and professional awareness in daily responsibilities. These behavioral changes are observable in various school settings such as classrooms, staff rooms, administrative offices, extracurricular activities, and community engagement. Teachers and staff have demonstrated a stronger work ethic, greater concern for service quality, and heightened motivation following participation in the program. These results are supported by student and parent satisfaction surveys, as well as 360-degree performance assessments involving supervisors, colleagues, and subordinates. In addition, independent evaluators have observed notable behavioral changes occurring within six to twelve months of program implementation. The initiative has also led to more consistent staff attendance and higher-quality work outcomes. These indicators collectively confirm that the HRD program has achieved tangible and sustainable improvements in work behavior. Employee engagement has been positively linked to motivation,

job satisfaction, and organizational commitment, while continuous training focused on attitudes and motivation significantly enhances staff performance (Alsakarneh et al., 2024; Alefari et al., 2018).

The implementation of the HRD program at El-Rasyad Islamic Junior High School has proven effective in cultivating a professional and productive work culture. Consistent implementation, data-driven evaluation, and the active involvement of all school stakeholders have been key to its success. Improved work behavior has fostered a more positive learning environment, enhanced teaching quality, and strengthened relationships between the school, parents, and the broader community. Moreover, increased teacher commitment to the school's vision and mission serves as a critical indicator that the program not only enhances individual performance but also reinforces institutional identity and integrity. The success of this program has contributed directly to improved student academic and non-academic achievement. As such, the HRD initiative at El-Rasyad can serve as a model for other educational institutions seeking to improve work behavior through systematic, structured, and long-term development strategies. Ongoing evaluation and program adjustments based on evolving needs are essential to sustaining and enhancing the program's positive impact. HRD programs that incorporate motivation schemes, organizational commitment, performance feedback, and employee recognition play a vital role in aligning individual and institutional goals, fostering a positive work culture, and driving employee performance (Banu et al., 2025; Uslu et al., 2022).

CONCLUSION

The implementation of the Human Resource Management (HRM) program at El-Rasyad Islamic Junior High School has significantly improved the work behavior of both staff and educators, particularly in terms of motivation, discipline, responsibility, and collaboration. The strengths-based HRM approach integrated with professional training, character development, and Islamic motivational values has proven effective in fostering a more positive and productive work culture. Active involvement of the school principal, senior teachers, and external consultants has been a key success factor, especially in fostering a sense of ownership over the development process. Regular evaluations, including stakeholder satisfaction surveys and 360-degree performance assessments, have shown notable improvements in work ethic, teacher-student interactions, and school-community relations. Teachers who consistently participate in the program demonstrate higher engagement in professional development and greater initiative in their roles. Data also indicate that the implementation of a performance-based reward system contributes to improved staff attendance and commitment to the school's vision and mission. The integration of the AMO (Ability, Motivation, Opportunity) framework within the program facilitates skill enhancement, strengthens motivation, and creates space for self-actualization in professional practice. Moreover, the application of transformational leadership principles by school leaders supports comprehensive behavioral change. These findings confirm that a contextual, holistic, and collaborative HRM model can serve as an effective solution for developing work behavior within faith-based educational institutions.

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in work behavior. It is my hope that this study provides meaningful contributions to the development of human resources in faith-based educational institutions.

AUTHORS' CONTRIBUTION

- Author 1 : Concept development, data collection, data interpretation
Author 2 : Research design, data analysis, drawing conclusions
Author 3 : Conducting interviews, data validation, report writing

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