

Improving the Quality of Educational Institutions Through the Optimization of Human Resources

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Article Info :

Received 15 Jan 2026 | Revised 3 Feb 2026 | Accepted 30 Mar 2026

Abstract: This study aims to analyze the importance of organizational culture in enhancing the quality of educational institutions, with a focus on collaborative cooperation. The research method used is literature review, referring to several relevant references such as Abdullah (2018), Astuti and Suwanto (2019), Mardani and Hadi (2017), and other studies. The findings of the study indicate that a positive organizational culture can create a conducive learning environment and encourage student participation and motivation in the teaching-learning process. Additionally, an organizational culture that fosters innovation and creativity also plays a significant role in improving the quality of educational institutions. Collaboration and cooperation among stakeholders, such as teachers, staff, parents, students, and the local community, also have a positive impact on enhancing the quality of educational institutions. Through collaboration, individuals can support each other, share knowledge and experiences, and work together to achieve higher educational goals. This study emphasizes the importance of building a strong identity and leadership within educational institutions. A strong identity enables all members of the organization to have a shared vision, values, and goals, while strong leadership provides clear guidance, inspiration, and motivation for individuals to achieve higher quality education goals. In conclusion, this research highlights the importance of organizational culture, collaborative cooperation, and competency development in enhancing the quality of educational institutions. The research method employed is a literature review, referring to several relevant references. This study provides insights and recommendations for educational institutions in their efforts to improve their quality and performance

Keywords: *Human Resource Development, Competency Development, Educational Quality Improvement.*

1. Introduction

The existence of individuals within an organization plays a very important role in determining the success of the organization. The quality of individuals working within the organization greatly influences its performance and the outcomes achieved. In facing rapid environmental changes, individuals need to possess the ability to understand and anticipate the impacts of these changes on the organization, as well as to take appropriate actions in response to them. Therefore, the role of Human Resource Management (HRM) in an organization is not limited to administrative aspects, but extends to developing human resource potential so that individuals become creative and innovative.

According to a survey conducted, as many as 85% of people were dissatisfied with the quality of basic education. Concerns regarding the quality of education have also become an issue of international attention (Lewis & Pattinasarany, 2009). Competition in the field of education is unavoidable. Such competition can have either positive or negative impacts, including on students and the learning process. However, if competition is directed toward constructive collaboration, it can produce positive achievements (Kristensen et al., 2015).

Along with increasingly intense competition caused by rapid technological and informational changes, as well as drastic environmental transformations, every educational organization requires competent human resources in order to provide excellent and valuable services. Factors such as history, politics, and external contexts also influence the assessment of the quality of educational institutions (Kauko et al., 2016).

Research conducted by Abdulghani showed that competition, lack of respect among educational institutions, injustice, and financial dissatisfaction were factors causing many professors to leave the country (Muthanna, 2015). The goals of educational institutions are also related to institutional accountability and efficiency (Brady & Bates, 2016). In addition to providing satisfactory services, educational institutions must also be oriented toward the values generated for their customers. In this regard, educational institutions should not only focus on high work productivity, but also on performance in achieving goals and delivering customer value (Muthanna, 2015).

In facing increasingly complex challenges and competition, the role of HRM in education becomes highly important. Effective HRM can optimize

the potential of teachers and school staff, improve the quality of education, and create a creative and innovative work environment. Through a sound HRM approach, educational institutions can enhance the quality and relevance of the education they provide, thereby generating positive impacts for learners and society as a whole.

In the era of globalization characterized by competition in quality and standards, every development sector is expected to continuously improve its competence and professionalism. Professionalism is a concept, perspective, or orientation within a profession that must be implemented professionally by adhering to the norms of professionalism. Within the concept of professionalism, individuals are required to possess the abilities necessary to function as effectively as possible. Professional work differs from other forms of work because it carries a social function, namely service to society. The ability to develop and demonstrate professional behavior involves not only learning certain skills, but also integrating and applying those skills effectively (Umayah, 2015).

Based on the background described above, two research problems can be formulated: first, how competencies can be developed to improve the quality of human resources; and second, how human resources can be optimized in efforts to enhance the quality of educational institutions. In the context of developing human resource competencies, it is important for individuals to possess abilities that are relevant to the demands and changes within their field. Competency improvement involves a process of continuous learning and ongoing self-development. Individuals need to master the knowledge, skills, and attitudes required to perform their duties effectively and meet expectations in their work. In this regard, competency development also involves moral and ethical aspects that underlie professional behavior in carrying out responsibilities.

Meanwhile, optimizing human resources in improving the quality of educational institutions involves efforts to manage and utilize human resources as effectively as possible. This includes aspects such as recruitment, selection, placement, development, motivation, and performance evaluation of human resources within educational institutions. By optimizing human resources, educational institutions can achieve established goals and quality standards, improve learning effectiveness, and provide high-quality educational services to learners.

In conclusion, professionalism and the development of human resource competencies play an important role in improving the quality of educational institutions. By enhancing individual competencies in terms of knowledge, skills, and attitudes, as well as optimizing human resource management, educational institutions can better face the challenges and

demands of the globalization era. In this regard, support and commitment from all related parties—including the government, educational institution managers, and educators themselves—are necessary to realize the optimization of human resources in efforts to improve the quality of educational institutions.

2. Method

The research method used in the discussion of the article entitled *Improving the Quality of Educational Institutions Through the Optimization of Human Resources* is the literature study method. The literature study method is an approach used to collect and analyze existing information in the literature related to the research topic. In this context, the literature study method is employed to develop a comprehensive framework of understanding regarding the relationship between human resource optimization and the improvement of the quality of educational institutions.

In this study, the researcher conducts a search and collection of literature related to the role of human resources in improving the quality of educational institutions. The sources of literature used may include scientific journals, books, research reports, and other relevant documents. The literature reviewed includes previous studies conducted in similar contexts or related to the topic of this research.

After collecting the literature, the researcher carries out an analysis and synthesis of the information obtained. Information from the literature is analyzed to identify patterns, findings, and conclusions relevant to the relationship between human resource optimization and the improvement of educational institution quality. In the analysis process, the researcher examines similarities, differences, and connections among the existing research findings. The literature study method enables researchers to gain in-depth insights into the research topic without conducting field research or collecting primary data. By using existing literature, researchers can access previous studies, relevant theories, and conceptual frameworks developed by earlier scholars.

In the discussion of the article, the literature study method is used to present a comprehensive review of the importance of optimizing human resources in improving the quality of educational institutions. By referring to the findings and conclusions of previous studies, the researcher presents strong and well-supported arguments regarding the relationship between human resource factors and the improvement of educational institution quality.

By using the literature study method, this article is expected to provide a deeper and more detailed understanding of the importance of optimizing human resources in efforts to improve the quality of educational institutions.

3. Result and Discussion

Human resource development in the field of education has undeniable value. This is in line with the needs of the educational sector, which require educational managers to be capable of planning, organizing, implementing, and evaluating education independently, in accordance with the provisions stipulated in the National Education System Law No. 20 of 2003 and Government Regulation No. 19 of 2005 concerning National Education Standards. These regulations require structured management at various levels and stages of education and emphasize the importance of the quality of educators in accordance with established standards so that society's educational goals can be achieved promptly (Umayah, 2015).

Training and workforce development are directed toward equipping, improving, and developing work competencies in order to enhance ability, productivity, and welfare. In addition, training also plays a significant role in determining the effectiveness and efficiency of an organization. Simamora (2006:278) stated several tangible benefits obtained from training and development programs, including: first, improvements in the quantity and quality of productivity; second, reductions in the time required for employees to achieve acceptable performance standards; third, the development of more beneficial attitudes, loyalty, and cooperation; fourth, the fulfillment of human resource planning needs; fifth, reductions in the frequency and cost of workplace accidents; and sixth, assistance for employees in their personal growth and development. These benefits provide positive impacts for both individuals and organizations. Effective training programs become valuable support in career planning and are often regarded as remedies for organizational problems. Although training programs cannot solve all organizational issues, they have the potential to improve certain situations if implemented properly.

In efforts to improve the quality of educational institutions, human resource development through training and workforce development becomes an essential step. By involving educators in training programs that align with established needs and standards, educational institutions can improve the quality of educational services provided. In addition, training can help increase productivity and work efficiency, as well as

foster positive attitudes, loyalty, and cooperation within educational institutions.

In the context of human resource development in educational institutions, it is important for institutional management to understand that training programs are not the sole solution to all organizational problems. Nevertheless, appropriate and effective training programs can make significant contributions to improving existing conditions. Therefore, managers and leaders of educational institutions must implement training programs effectively, pay attention to individual needs, and ensure adequate support for carrying out such programs.

Thus, human resource development through training and workforce development programs is a strategic step that must be undertaken in improving the quality of educational institutions. Through training, educators can enhance their competencies, develop their potential, and contribute optimally in providing quality educational services. In addition, training can help create a positive work environment, improve organizational effectiveness, and support the achievement of educational goals expected by society.

Education is a highly important aspect of a nation's development. To achieve optimal educational goals, it is essential for educational institutions to have a strong and positive organizational culture. Organizational culture plays a strategic role in improving the quality of educational institutions, both in terms of managerial performance and economic performance, in both the short and long term. In this context, it is important to understand how vital organizational culture is in determining institutional direction, managing resources, and responding to challenges and opportunities from both internal and external environments.

First, a positive organizational culture is capable of creating a positive learning environment for both students and teachers. In a healthy organizational culture, teachers feel supported, appreciated, and recognized for their contributions. This directly influences their motivation to provide high-quality instruction. When teachers feel valued, they become more motivated to improve their teaching skills and create a conducive learning environment. Students will also feel safe and comfortable in a supportive environment, thereby increasing their participation and motivation in the teaching and learning process.

Second, an organizational culture that encourages innovation and creativity plays an important role in improving the quality of educational institutions. In an innovative organizational culture, new ideas are welcomed openly, and mistakes are viewed as opportunities for learning.

This provides space for teachers and school staff to develop new ideas that can improve educational quality. Through a culture of innovation, educational institutions can develop new solutions and best practices that are effective and relevant to students' needs. Such innovation can improve the overall quality of educational institutions.

Third, an organizational culture that supports collaboration and cooperation has a significant positive impact on improving the quality of educational institutions. Through collaboration, teachers, staff, parents, students, and local communities can support one another and share knowledge, experiences, and resources. This collaboration enables the transfer of knowledge and best practices among teachers, which can improve the quality of teaching and learning. In addition, cooperation between educational institutions and local communities can provide substantial benefits, such as access to additional resources, professional development programs, and support in addressing educational challenges.

Finally, a strong organizational culture helps build a clear identity and strengthen leadership within educational institutions. A strong identity enables all members of the organization to share the same vision, values, and goals. This creates synergy in achieving higher educational quality goals. Strong leadership within an organizational culture provides clear direction, inspiration, and motivation for individuals to achieve these goals. Effective leadership is also capable of motivating and directing members of educational institutions to innovate, collaborate, and work effectively.

In order to improve the quality of educational institutions, it is important for educational institutions to build a strong, positive, and inclusive organizational culture. A healthy organizational culture creates a conducive learning environment, encourages innovation, strengthens collaboration, and builds strong identity and leadership. Thus, educational institutions can provide high-quality and relevant educational experiences for students while making significant contributions to the development of education in a nation. The role of organizational culture is highly strategic in encouraging and improving organizational performance effectiveness, particularly in management and economic performance, both in the short and long term. Organizational culture functions as an instrument used to determine organizational direction, guide actions that may or may not be taken, allocate resources, manage organizational resources, and serve as a tool for addressing challenges and opportunities arising from internal and external environments. All positive activities carried out by organizations in achieving the goal of optimizing human resources to improve the quality of basic educational institutions form the foundation of the role of

organizational culture. Furthermore, collaborative cooperation must continuously be promoted in efforts to develop educational quality (Anderson et al., 2018).

In this context, organizational culture includes not only management policies and practices implemented but also the values, norms, beliefs, and attitudes embraced by individuals within the organization. A strong and positive organizational culture can influence the motivation, commitment, involvement, and creativity of human resources in achieving organizational goals. Therefore, a healthy organizational culture can become the foundation for optimizing human resource potential in improving the quality of educational institutions.

Based on research conducted by Anderson et al. (2018), the importance of collaborative cooperation in developing educational quality becomes a major focus. In this context, collaboration involving all related parties, such as teachers, staff, parents, students, and local communities, is considered key to creating an environment conducive to learning and optimal development in educational institutions. To achieve this goal, educational management plays an important role in creating and maintaining a positive organizational culture.

To create a positive organizational culture, educational management needs to develop values that are consistent with the goals and vision of the educational institution. This involves articulating values that serve as the foundation for carrying out educational activities, such as integrity, justice, and diversity. Effective communication also becomes an important aspect in building a strong culture of cooperation. Educational management must provide open and transparent communication channels so that all parties can actively participate and contribute to the development of educational institutions.

In addition, clear division of responsibilities is also an important factor in creating an organizational culture that supports cooperation. Educational management must ensure that the duties and responsibilities of each individual are clearly defined so that all members of the educational institution can work effectively and efficiently. Recognition of individual contributions should also be provided as a form of appreciation for their hard work and dedication in improving educational quality.

Furthermore, the development of leadership skills is another effort that educational management needs to undertake. Strong leadership skills can motivate and inspire members of educational institutions in achieving shared goals. In this regard, educational management should provide training and development opportunities for leaders within educational institutions to improve their competencies in leading work teams.

Finally, the establishment of an inclusive and harmonious work climate is an important step in creating a positive organizational culture. Educational management must create a work environment characterized by mutual respect and support, where every individual feels valued and can contribute optimally. This can be achieved through policies and practices that embrace diversity, appreciate differences, and foster mutual trust among members of educational institutions.

In conclusion, a strong and positive organizational culture plays a strategic role in improving the quality of basic educational institutions. Through collaborative cooperation supported by a positive organizational culture, educational institutions can create a conducive learning environment, develop educational quality, and optimize human resources. Therefore, educational management needs to take concrete steps in creating a positive organizational culture, including the development of values, effective communication, clear division of responsibilities, recognition of individual contributions, leadership skill development, and the establishment of an inclusive and harmonious work climate.

4. Conclusion

Competence plays an important role in efforts to improve organizational performance and provide a workforce with a clearer and more specific understanding of the work they perform. There are two approaches to improving human resource (HR) performance. The first approach is by improving work systems and the work environment, while the second involves training and development to enhance individual competencies. Competency-based training and development is a system designed to improve HR and organizational performance through the development of competencies that align with job needs and requirements. Therefore, competency-based training and development programs aim to create employees who possess abilities that are in accordance with job demands.

In efforts to develop human resources through training and development, important support and considerations are required. First, management must demonstrate a strong commitment and provide an adequate budget for continuous human resource development. This reflects the organization's concern for developing the potential of its human resources. In addition, it is important to maintain alignment between training needs, development initiatives, and organizational goals. Training and development programs must be designed by considering the

organization's needs in achieving its strategic objectives. Thus, training programs can directly contribute to the achievement of overall organizational goals.

Furthermore, the appropriate selection of training participants, professional instructors, suitable methods, and adequate facilities and infrastructure are also important factors. The process of selecting training participants must be carried out carefully, based on organizational needs and the individual's potential to develop relevant competencies. Qualified and experienced instructors can also provide effective guidance during the training process. Moreover, the selection of appropriate methods, techniques, facilities, and infrastructure will ensure the success of training and development programs.

Finally, the proper implementation of Standard Operating Procedures (SOPs) is crucial in supporting the optimization of human resources in improving the quality of educational institutions. Well-designed SOPs provide clear and systematic guidelines in human resource management, including recruitment, placement, development, and performance evaluation. With proper SOPs in place, educational institutions can ensure that HR-related policies and procedures are implemented consistently and effectively, thereby contributing positively to the improvement of educational quality.

Overall, competency development is an important factor in improving organizational performance and human resource development. In competency-based training and development efforts, comprehensive and strategic support from educational management—including strong commitment, adequate budget allocation, and attention to participant selection, instructors, methods, as well as adequate facilities and infrastructure—will strengthen competency development initiatives. The implementation of appropriate SOPs will also support the optimization of human resources in improving the quality of educational institutions.

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