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HR Management in Education: A Study of Natur Islamic School, Bekasi City and SIT Fitrah Hanniah, Bekasi Regency

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Abstract

This study aims to get an overview of the management model of corporate-based teacher HR management in private Islamic schools as a residue of globalization and decentralization of education developed by the urban Muslim middle class by taking subjects in Sekolah Natur Islam (SANI) and Sekolah Islam Terpadu Fitrah Hanniah (SIT FH). This research is a qualitative research with a phenomenological approach. The results of this study show that: a) conceptually-theoretically the curriculum and independent learning developed by SANI and SIT FH are in line with the national education system: b) the management of teacher human resources at SANI and SIT FH has standard operating procedures (POS) that are tailored to the objectives of school education: and c) the development of SANI education focuses on micro moral development such as school digitalization, strengthening literacy, and model schools. Meanwhile, SIT FH focuses on macro material development such as infrastructure development and institutional development. Thus, this study confirms that diversification of educational development strategies, both in moral and material aspects, is a complementary approach to improving the quality of education holistically.

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Introduction

Education is a strategic area for building a nation to become a dignified nation (Teguh & Sukari, 2024). In general, education aims to produce people who are knowledgeable, intelligent, moral (Lazuardi et al., 2025), have a high scientific and technological ethos and have the skills to build their nation (SHU, 2024). Education is considered important not only as a source of cultural legitimacy for the intelligentsia, but also as an arena for power struggles (Kükürt, 2022). Education in this context means schools, including Islamic schools in Indonesia.

As a system, schools are formed and managed according to organizational models taken from other sectors in society (Zhulamanova, 2020). These other sectors include corporate-based education (Avezov, 2025), communities involved in the implementation of education in the country strive to practice corporate values in the management of their education, especially in the management of human resources for educators and education personnel (Baharuddin et al., 2024) or commonly referred to as teacher human resource management (Bariyyah et al., 2023).

The legal umbrella regarding teacher professionalism is regulated in Law No. 20 of 2003 concerning National Education Standards and is strengthened by Law No. 14 of 2015 concerning Teachers and Lecturers, while the workload of teachers is regulated in the Minister of Education and Culture Regulation No. 15 of 2018 concerning Fulfillment of the Workload of Teachers, School Principals, and School Supervisors (Guntara, 2018). However, even though the legal umbrella has been established, in practice, there are still many Islamic educational institutions—especially in big cities founded by the modern Muslim middle class—practicing the management of Teacher Human Resources (HR) with a corporate approach, for example, regulating working hours that refer to Law No. 13 of 2003 concerning Manpower (Jumadi et al., 2023). Among the institutions that implement this approach are Sekolah Natur Islam Kota Bekasi and Sekolah Islam Terpadu Fitrah Hanniah Kabupaten Bekasi.

Both educational institutions share several similarities, including school age, market segmentation, and teacher working hours. Meanwhile, the difference lies in the cost of education, where the cost of education at the Sekolah Natur Islam (hereinafter abbreviated as SANI) is relatively greater than that of the Sekolah Islam Terpadu Fitrah Hanniah (hereinafter abbreviated as SIT FH). In addition, genealogically, SANI is more independent, not tied to any organization or school network, while SIT FH is affiliated with the JSIT Indonesia

The adoption of the Employment Law into school personnel regulations is quite burdensome and has caused educational problems, including teacher burnout (Saloviita et al., 2021), a syndrome where a person feels tired, disappointed, and frustrated so that they are no longer interested in the work they do (Richards et al., 2018). Patricia A. Jennings said that teacher burnout occurs when teachers experience extraordinary pressure due to work that causes fatigue and emotional instability and are not ready to accept the pressure after pressure (Jennings, 2020). According to Jenny Grant Rankin, teachers exposed to this syndrome tend to be apathetic towards work, easily angered and hopeless, experience changes in lifestyle, become physically tired, and at its culmination experience a decrease in work productivity (Rankin, 2022).

To date, several studies have concluded that teacher burnout can be resolved through stress management and teacher resilience training programs (Chesak et al., 2019), shifting work focus to be oriented towards the future of the school organization (Ranucci et al., 2022) or also known as grit, namely perseverance and enthusiasm to achieve long-term goals (Tang, 2021), massive and sustainable teacher human resource development (Ainsworth et al., 2019), and improving teacher welfare (Squires, 2022).

Although various previous studies have discussed teacher burnout and strategies for overcoming it through stress management training, grit, human resource development, and improving teacher welfare, studies that specifically highlight the resilience of urban Islamic educational institutions—especially schools that adopt a corporate-based human resource management model—are still very limited. There has not been much research that directly links the implementation of employment regulations in private Islamic schools with their implications for teacher burnout and institutional strategies for addressing it.

Based on the problem of teacher burnout as an implication of the adoption of the Employment Law into the management of Human Resources in Education and the importance of maintaining the dignity of these civilized people, this article tries to examine the resilience of the SANI Kota Bekasi and the SIT Fitrah Hanniah Kabupaten Bekasi in overcoming these problems. The discussion begins by presenting the history and development of the corporate-based teacher human resource management model at SANI and SIT FH and its implications for the development of Islamic education at both educational institutions.

The emergence of private Islamic schools in urban areas cannot be separated from the residue of globalization and decentralization of education (Kultsum et al., 2022). Globalization, which was originally an economic and political upheaval, has had consequences for the world of education (Ahmed et al., 2023). In facing this global education, national education must be ready to face a very high competitive situation (Aulia et al., 2025). In addition, the discourse on decentralization of education has encouraged improved services in the field of education to the community (Matin et al., 2025), which has led to efforts to improve the quality of education management at the lowest level, namely schools through the implementation of School-Based Management (Jihan, 2023).

This is further strengthened by the emergence of Community Based Management, where most educational decisions are determined by the community (Caldwell, 2005), starting from issues of input, process and output of education, to funding issues (Edwards, 2019). These opportunities and challenges were then maximized by the Muslim middle class to establish superior schools (Nata, 2022), schools that try to combine the concepts of faith and piety (IMTAQ) or religious education with science and technology (IPTEK) (Rohman et al., 2024).

In order to realize these ideals, it is necessary to be supported by professional systems, structures, and objects in terms of management (Diez et al., 2020)) and management of facilities and infrastructure (Bararah, 2020), innovative curriculum development design (Pieters et al., 2019), including massive and sustainable human resource management that can encourage the creation of effective and efficient learning (Mahesh, 2024) which can ultimately produce superior and quality graduates (output).

Human resource management in the Urban Islamic School environment generally refers to: a) Law No. 20 of 2003 concerning the National Education System: b) Law No. 14

of 2005 concerning Teachers and Lecturers: c) Minister of Education and Culture Regulation No. 15 of 2018 concerning Fulfillment of the Workload of Teachers, Principals, and School Supervisors: and d) Law No. 13 of 2003 concerning Manpower.

Meanwhile, the organizational activities of the two educational institutions focus on the following organizational activities: a) Productivity, measured by the amount of workforce output, continuous increases in productivity have become a global competition (2014); b) Quality, the quality of goods and services will greatly influence the long-term success of an organization (Sena, 2020); and c) Service, HR is often involved in the production process of goods or services, Human Resource management must be included when designing organizational processes (Gutterman, 2023).

This study offers novelty by examining the resilience of two urban Islamic schools (SANI and SIT FH) which have different characteristics in terms of financing and institutional affiliation, but both adopt a corporate-based HR management approach. Focusing on how the two schools responded to the problem of teacher burnout through institutional strategies provides a new perspective that connects employment regulations, Islamic educational management practices, and the social dynamics of the modern Muslim middle class. Thus, this study not only enriches the literature on teacher burnout, but also presents an institutional resilience analysis model that is relevant for developing the quality of Islamic education in Indonesia.

Method

The method used in this research is a qualitative method with a phenomenological approach. The phenomenological approach postpones all judgments about natural attitudes until a certain basis is found (Anita, 2025). This delay is usually called *epoche* or time period (Pietersma, 2000). The concept of *epoche* is to differentiate the data area (subject) from the researcher's interpretation (Oluka, 2025). The concept of *epoche* is central to where researchers construct and group initial assumptions about phenomena to delay interpretation of what participants say (Butler, 2016). This research was conducted at two different institutions, namely Sekolah Natur Islam Kota Bekasi and Sekolah Islam Terpadu Fitrah Hanniah Kabupaten Bekasi.

Data collection was carried out through documentation, observation, and interviews with SANI and SIT FH stakeholders. Data analysis was carried out by triangulating data by collecting, reducing, presenting, and drawing conclusions/verification (Meydan et al., 2024) from documentation, observations, and interviews that had been conducted on research subjects in order to increase the depth of the data collected, thereby increasing the validity and credibility of research findings (Marlina, et al., 2024). The subjects in this study were the heads of the HR department and teachers in the SANI and SIT FH environments totaling 30 people. Data analysis was carried out since the researcher was in the field, during data collection, and after all data had been collected or after completion in the field.

Results

Based on the analysis of history and development, presentation of the teacher HR management model, and educational development in Sekolah Natur Islam (SANI) and Sekolah Islam Terpadu Fitrah Hanniah (SIT FH), the following results were obtained:

History and Development of SANI and SIT FH

SANI and SIT FH have similarities in the context of the history and development of education as follows:

1. Schools were established after the enactment of Law No. 20 of 2003 concerning the National Education System which provides opportunities for the community (decentralization) with a *community-based management model* to develop educational institutions:
2. Schools were established because of anxiety about the importance of Islamic education for urban Muslim generations:
3. Schools are established starting from the PAUD and SD levels so as to enable school development for the next level:
4. Schools are established in the middle of dense, heterogeneous population settlements, and some come from the Muslim middle class so as to allow student input to tend to be evenly distributed:
5. Schools have different peculiarities from existing schools such as SANI which are accommodating to children with special needs (ABK) and *settings* a school made natural. Meanwhile, SIT FH offers the concept of integration of science and technology and IMTAQ which has been needed by the urban Muslim middle class.

SANI and SIT FH Teacher HR Management Model

In developing the teacher HR management model, SANI and SIT FH have enough objective reasons related to the HR regulations imposed on each school. Here we can also see the model of teacher HR management carried out by both, among others, can be mapped in the table as follows.

Table 1. Analysis of SANI and SIT FH Teacher HR Management Models

Aspects	SANI	SIT FH
Academic Qualifications	Minimum S1 (does not have to be linear)	Minimum S1 according to the field and scientific family linear)
Non-Academic Qualifications	Sports, art, music, tahsin, tahfiz, and scouts	Tahsin, tahfiz, and Religious Knowledge
Recruitment System	6 Stages (administration, interview, training, observation, microteaching, and placement)	5 Stages (Administration, pre-interview, observation, microteaching, and post-interview)
Business Hours	46 hours/week	56 hours/week
Face Tap Clock	18 – 28 hours/week	24 – 36 hours/week
Facilities	UMR Salary and Meals	UMR Salary and Meals
Appreciation and Awards	Increase in basic salary, departmental alimony, promotion of departments, adoption of permanent officers	Increasing the amount of salary, study scholarships, Umrah, providing sacrificial animal rations
Sanctions and Reprimands	Oral, written, grounded, layoff or resignation	Nil (never done)

SANI and SIT FH Education Development

The development of education within Sekolah Natur Islam (SANI) and Sekolah Islam Terpadu Fitrah Hanniah (SIT FH) has different directions or orientations. The development orientation of SANI and SIT FH can be mapped in the table as follows:

Table 2: Analysis of SANI and SIT FH Education Development

Aspects	SANI	SIT FH
Productivity	Platform digital dan learning management system	Infrastructure Development
Quality Service	Strengthening Teacher Literacy Model Schools (Kindergarten and Elementary School)	Institutional Development Sample School (TK Unit)

Discussion

Explicitly, the concept of teacher human resource management in the urban Islamic school environment can be mapped as follows: First, system management consists of personnel regulations, parent and student regulations, standard operating procedures (SOP) for learning activities and learning support activities (Yusuf et al., 2024). Second, structural management consisting of sustainable human resource development, improving employee (teacher) welfare, and providing learning facilities and infrastructure (Putri et al., 2024). Third, object management consists of efforts to build sincerity among parents/guardians of students, provide maximum service, effective and enjoyable class management, and organize the structure of public conversation within the school community (Jamalulel et al., 2024).

Furthermore, the goals of Human Resource Management in Urban Islamic schools include the following: First, Productivity, in this era of society 5.0, teacher competence does not only rely on performance competence with children in the classroom, teachers must go beyond all of that, teachers must have a digital platform, be active on social media, have a personal website, have their own YouTube channel, at least activate a Google account that can be accessed by students and parents (Nanda, 2021). In addition, in the field of literacy, teachers must also have written works or at least books containing notes or reflections on their work as teachers, and other works that intersect with their profession (Mubasir et al., 2025).

Second, Quality, educational problems such as system problems in the form of concepts, management and policies (Akşahin, 2024); Human resource problems such as teachers, students and parents (Kaur & Singh, 2023); and the problems of objects ranging from class management, learning methods, child evaluation models in this digital era are quite complex and new things are always emerging (Ain et al., 2024). Therefore, teachers need to increase their capacity to solve these problems. It is not easy to play the role of a teacher today, there are at least 3 professions that teachers play today, namely; teacher as a teacher, teacher as doctor, and teacher as a psychologist (Habsy et al., 2024). Therefore, mastery of neuroscience and information technology is an important thing that teachers must master in this 5.0 era (Alves, 2025).

Third, orderly and neat services, documents so that learning is perfect (compliance) are of course prepared by the teacher before entering the class ("Effective ways to organize a lesson", 2023). However, this condition needs to be accompanied by the best

performance during learning. Teachers serve as role models for children (Rahmah et al., 2025). Teachers need to pay attention to the following things: the clothing worn while teaching, the effectiveness of gestures in front of children, managing diction when communicating, choosing characters in their written work, and honing reading and analytical skills in evaluating children ("The role of teacher's gesture in the cla...", 2025).

While the differences between SANI and SIT FH are as follows: a) SANI is consistent with maintaining the central learning model as an effective learning method inside and outside the classroom. Meanwhile, SIT FH continues to innovate and try to integrate the SIT distinctiveness model with the central learning model: b) SANI tends to be content by only continuing to open PAUD and SD levels. While SIT FH has succeeded in developing schools to the vocational level: c) SANI is content with only collaborating with one national reference school, namely Al Falah School, while SIT FH continues to collaborate with various other institutions that are considered in line with the school's vision including collaborating with Irsyad Trust Singapore: d) SANI tends to open small classes for the reason that individual student learning programs are maintained. Meanwhile, SIT FH dared to open parallel classes because the school infrastructure was sufficient and conducive to implementing integrated KBM.

Based on the table above, it can be concluded that: *First*, SANI is more flexible on the academic qualifications of new teacher candidates than SIT FH which requires linearity of new teacher candidates. However, SANI requires teacher candidates to have more criteria in non-academic qualifications such as sports skills, art, music, and sports. In addition, SANI is more independent in determining the qualifications of prospective teachers than SIT FH which is still guided by the PTK Standards set by JSIT.

Second, the SANI recruitment system consists of 6 stages and SIT FH only 5 stages. The difference is that training activities for prospective SANI teachers are integrated with the recruitment process. Meanwhile, SIT FH tends to include teacher training activities that are not integrated with the stages of teacher recruitment.

Third, the working and face-to-face hours of SIT FH Teachers are longer than the working hours of SIT FH Teachers. This is because the model of curriculum development and Islamic learning at SIT FH has a significant portion compared to SANI. Even so, they still earn a decent income according to the UMR.

Fourth, SIT FH teachers are fairly superior in getting appreciation or appreciation from the school or foundation, especially in obtaining scholarship opportunities and Umrah departure to the holy land that SANI teachers do not get.

Fifth, SIT FH seems to be more effective in managing teacher human resources by proving that no teachers have been sanctioned or reprimanded by the school.

Based on the table above, it can be concluded that:

First, in the productivity aspect, SANI prioritizes the development of information technology-based school networks such as seriousness in managing websites, school social media, and developing learning platforms. Meanwhile, the productivity of SIT FH is carried out through the physical construction of schools such as learning buildings, offices, and other supporting infrastructure. Here we can see that SANI infrastructure has stagnated. On the other hand, SIT FH's digital platform looks not so representative and tends to be closed in communicating on social media.

Second, in the quality aspect, SANI prioritizes strengthening teacher literacy while SIT FH focuses on institutional development. Here we see that SANI teachers have more maturity in compiling learning instruments (compliance). Meanwhile, SIT FH teachers tend to be accommodating with curriculum and learning policies designed by JSIT. However, the supporting system of SIT FH activities is much better prepared than SANI.

Third, in the service aspect, SANI and SIT FH both have a special place in the community. SANI has always been a favorite school in Bekasi City and its surroundings, while SIT FH has become the main choice for people in Bekasi Regency. The difference is that SANI gets legitimacy from the community naturally, while SIT FH through attention or appointment by the relevant authorities. The legitimacy of SANI covers all units (kindergarten and elementary school) while SIT FH is limited to kindergarten units only.

Conclusion

Based on the discussion described above, it can be concluded that: *first*, Sekolah Alam Natur Islam (SANI) and Sekolah Islam Terpadu Fitrah Hanniah (SIT FH) emerged as residues of globalization, the low quality of Indonesian national education, and the issue of decentralization of education after the enactment of Law No. 20 of 2003 concerning the National Education System which encouraged the Muslim middle class to participate in improving the quality of national education through the establishment of superior schools that integrate religious education (IMTAQ) and general knowledge (IPTEK) By revolutionizing the basic concepts of education which include approaches (axiomatic), methodologies (procedural), and strategies / techniques (operational) implemented in curriculum preparation and learning independently while still standing on curriculum and learning signs set by the government so that conceptual-theoretical remains in line and is an integral part of the education subsystem national. *Second*, the management of teacher human resources at SANI and SIT FH has standard operating procedures (POS) that are adjusted to the general regulations of staffing, needs, and interests of the school as stated in the vision, mission, and objectives of the educational institution established. *Third*, education development at SANI and SIT FH has different focuses and orientations. SANI focuses on micro moral development such as school digitalization, literacy strengthening, model schools. Meanwhile, SIT FH focuses on macro material development such as infrastructure development and institutional development.

Based on the findings of this study, several suggestions are proposed. Education stakeholders are encouraged to continuously ensure the fulfillment of teachers' rights and obligations in accordance with applicable laws and regulations, while also fostering continuous innovation in designing educational concepts that enhance the quality of learning. Furthermore, researchers in the field of education are expected to explore issues related to teacher human resource management more comprehensively in order to sustain teachers' motivation and professionalism and to position education as a solution to humanitarian, scientific, and national challenges. In addition, educational development should be carried out in a balanced manner by integrating physical and non-physical aspects, moral and material dimensions, as well as micro and macro levels, as such balance is essential for generating positive impacts on teachers, educational institutions, and society at large.

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