



## The Impact of Strategic HRM Practices on the Performance of Guidance and Counseling Teachers within Islamic Educational Frameworks

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### ABSTRACT

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Performance

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This study aims to analyze the role of Strategic Human Resource Management (SHRM) in strengthening the performance of school counselors (Guidance and Counseling teachers) in Islamic educational institutions. This research employs a library research method, with data collected through a review of 30 relevant journal articles published within the last five years. Data analysis is conducted using a descriptive-analytical approach to gain an understanding of the integration between SHRM and counselor performance. The results indicate that counselor performance is a multidimensional construct influenced by both internal and external factors. This performance can be measured through key indicators, including the ability to plan guidance and counseling services, implement basic services, conduct individual and group counseling, engage in cross-professional collaboration, demonstrate understanding of professional ethics, manage administrative and counseling data, and carry out program evaluation and follow-up. All these indicators are closely related to SHRM pillars, namely competency-based recruitment and selection, continuous professional training and development, objective performance appraisal, and organizational support alongside a conducive work culture. This study emphasizes that strengthening counselor performance in Islamic educational institutions cannot be conducted partially but requires a systemic integration between performance indicators and SHRM practices.

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## INTRODUCTION

The rapid advancement of digital technology has created both significant opportunities and complex challenges across multiple sectors, particularly in

education. As a central institution responsible for shaping individuals' intellectual and moral capacities, education must continuously adapt to societal transformations. This study is important because it addresses how educational institutions, especially Islamic education, respond to the demands of the society 5.0 era through strategic human resource management. The integration of digital innovation such as Internet of Things (IoT), artificial intelligence, and big data has reshaped learning environments and expectations. Evidence from recent studies highlights that institutions capable of aligning technological development with human resource strategies tend to achieve better educational outcomes (Khairunnisa et al., 2024). Therefore, it is essential to explore frameworks that support sustainable and holistic educational transformation. In conclusion, strengthening human resource management strategies in education is crucial to ensure the development of competent, ethical, and globally competitive individuals.

Despite these opportunities, educational institutions face persistent challenges in managing human resources effectively. One of the main problems lies in the disparity of digital literacy among educators and the limited capacity to integrate technology into pedagogical practices. This issue becomes more critical in Islamic educational institutions, where the integration of religious values and modern competencies must be balanced. Research indicates that inadequate technological literacy and declining moral values among students further complicate the educational process (Aziiz, 2025). These challenges highlight the urgency of developing management systems that not only emphasize technical skills but also reinforce ethical and spiritual dimensions. Consequently, without a strategic approach to human resource management, educational institutions risk experiencing a decline in service quality and student outcomes.

In practice, various phenomena illustrate the complexity of these challenges in the field. Islamic educational institutions are increasingly adopting digital tools; however, the readiness of educators remains uneven. Teachers, particularly guidance and counseling (BK) teachers, are expected to address students' psychological, social, and spiritual development while adapting to technological changes. Studies show that limited training opportunities, inadequate facilities, and weak academic supervision often hinder their performance (W. A. Putri et al., 2024). Furthermore, supervision practices frequently face criticism due to supervisors' lack of expertise in counseling, leading to ineffective evaluation processes (Wutsqo et al., 2021). These conditions demonstrate a gap between institutional expectations and actual implementation, emphasizing the need for a more structured and strategic management approach.

Previous studies have explored various strategies to improve teacher performance, including academic supervision and collaborative approaches. Effective supervision by school principals has been shown to significantly enhance teacher motivation and service quality (Khalishah et al., 2024). Additionally, approaches such as blended supervision and collegial supervision promote collaboration and continuous professional development among educators (Sandra et al., 2024; Andayani et al., 2023). While these approaches contribute to improving instructional practices, they often focus on isolated aspects of performance without integrating broader organizational strategies. As a result, their impact tends to be limited and unsustainable in addressing systemic challenges within educational institutions.

Moreover, the concept of Strategic Human Resource Management (SHRM) has been widely recognized as a comprehensive framework for improving organizational performance. SHRM integrates key elements such as recruitment, training, performance evaluation, and organizational culture to achieve institutional goals (Maliki & Ambarsari, 2023). Empirical evidence shows that SHRM positively influences organizational performance, including in higher education contexts (Bangbon et al., 2023). However, most existing studies emphasize general organizational outcomes and pay limited attention to specific roles, such as guidance and counseling teachers, particularly within Islamic educational settings. This gap indicates the need for more focused research that examines how SHRM can be applied to enhance the performance of BK teachers in a value-based educational environment.

This study offers a novel contribution by integrating SHRM principles with the specific performance indicators of BK teachers in Islamic educational institutions. Unlike previous research that tends to address supervision or training separately, this study proposes a systemic approach that aligns human resource strategies with professional competencies and Islamic values. The novelty lies in its holistic perspective, combining organizational management with ethical and spiritual dimensions to address contemporary educational challenges. This approach is important because it provides a strategic framework that can be implemented sustainably to improve both teacher performance and institutional effectiveness.

Based on these considerations, this study formulates several key research problems: how SHRM is implemented in Islamic educational contexts, what performance indicators are relevant for BK teachers, and how SHRM contributes to improving their performance. The argument proposed in this study is that SHRM serves as an effective strategic framework to enhance the professionalism

and performance of BK teachers through integrated and value-based management practices. By addressing these research questions, this study aims to contribute theoretically to the development of educational management and practically to the improvement of guidance and counseling services in Islamic educational institutions.

## RESEARCH METHODS

This study employs a qualitative research design using a library research approach combined with an integrative review. The qualitative design was selected because it enables an in-depth and comprehensive understanding of complex concepts, particularly the integration of Strategic Human Resource Management (SHRM) with the performance of guidance and counseling (BK) teachers in Islamic educational contexts. Library research focuses on critically examining and analyzing various forms of literature, including books, journal articles, research reports, and other relevant documents that explain the research topic (Hadi & Afandi, 2021). The integrative review approach is used to synthesize findings from diverse studies and develop a holistic conceptual understanding. Since this research is literature-based, it does not involve a specific physical location; instead, it draws data from credible academic databases and scholarly sources relevant to SHRM, Islamic education, and BK teacher performance.

The data collection technique in this study involves systematic literature searching and selection based on predetermined keywords, namely Strategic Human Resource Management (SHRM), Islamic education, and BK teacher performance. The integrative review process includes several stages: identifying the research topic, curating relevant literature, developing arguments, conducting critical analysis, and synthesizing findings into a coherent narrative (Kaparang et al., 2022; Hadi & Afandi, 2021). The researcher collected and reviewed 20 journal articles published between 2015 and 2025, ensuring that the selected sources are relevant and contribute significantly to the research objectives. Both qualitative and quantitative studies were included to enrich the analysis and provide a broader perspective on the topic.

The data analysis in this study follows four main stages: data condensation, data display, data verification, and conclusion drawing. In the data condensation stage, relevant information from selected literature is reduced and organized according to key themes. This is followed by data display, where findings are systematically presented in thematic categories based on SHRM, Islamic education, and BK teacher performance. The verification stage involves

interpreting and critically analyzing the relationships among the identified themes to ensure the validity and consistency of the findings. Finally, conclusions are drawn by synthesizing the analyzed data into a conceptual model that explains the integration of SHRM in enhancing BK teacher performance, as elaborated in the results and discussion section.

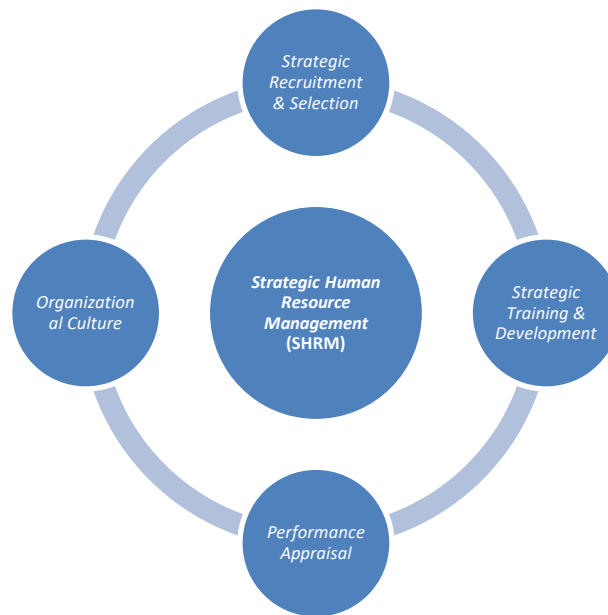
## **RESULTS AND DISCUSSION**

### **Results**

Improving human resource performance requires a contemporary approach grounded in proper planning and emphasizing principles of flexibility, adaptability, participation, and the fulfillment of internal institutional or organizational needs (Damayanti et al., 2025). Strategic Human Resource Management (SHRM) is an approach used to enhance organizational performance by integrating management activities across all involved human resources. This approach focuses on improving individual quality, which in turn maximally impacts institutional or organizational productivity (I. F. I. Putri et al., 2025). According to Fauziah & Prasetyo (2020), this approach can be manifested as an effort to increase organizational value through effective integration of people, strategy, values, and performance.

According to Karim et al. (2025), the SHRM approach differs from conventional human resource development concepts because it is no longer administrative and reactive. Instead, SHRM is characterized by a proactive orientation and strategic formulation aimed at achieving organizational goals. SHRM operates by aligning workforce needs with the vision and mission of the institution or organization. It also emphasizes long-term workforce planning, employee capability development, and partnership-based relationship management.

The SHRM approach requires organizations or institutions to design harmonious implementation patterns and policy practices, and to execute them consistently and sustainably. Based on existing studies, SHRM is a multifunctional concept applicable across various institutions, including education. Raza (2025) explains that SHRM operates through four main pillars: strategic recruitment and selection, strategic training and development, performance appraisal, and organizational culture.



**Figure 1. Strategic Human Resource Management (SHRM) Framework**

According to Wahyuni (2023), SHRM contributes to achieving the goals of educational institutions and supports the realization of their vision and mission. This contribution includes accuracy in recruitment and selection processes to ensure that competencies align with institutional needs. It also involves the implementation of training and professional development programs to ensure that educators perform effectively. Furthermore, SHRM emphasizes objective performance appraisal, policies supporting teacher welfare, and recognition for competent educators to foster loyalty, motivation, and job satisfaction.

Akbar & Rindaningsih (2025) explain that strategic recruitment and selection of educators constitute a core part of educational planning. This process involves defining required qualifications, including teaching competence, communication and language skills, and understanding of Islamic values for faith-based institutions. The selection process must also include structured and selective testing stages to ensure that candidates meet institutional criteria.

Lukitasari (2023) states that the quality of educators significantly influences the learning climate within educational institutions. Therefore, supervisors and managers are responsible for recruitment and ensuring that educators demonstrate high enthusiasm and integrity in educational development. Substantively, recruited educators must also participate in training and development programs to create competitive advantages.

The second pillar of SHRM is strategic training and development. Jannah & Aziz (2025) explain that, beyond improving students' academic achievement, identifying teacher competencies and designing training programs play a crucial role in enhancing institutional quality. Educational institutions that proactively

invest in improving teachers' skills—both in technology and counseling services such as guidance and counseling—are effectively investing in long-term quality assurance and human resource development.

Fauziah & Prasetyo (2020) emphasize that training and development programs represent a phase of change that underpins the success of educational programs. These programs help minimize challenges related to structural and technological aspects, while enabling evaluation and constructive modification of human resource competencies. Supporting factors for this transformation include workforce characteristics, socio-political trends, technological developments, economic conditions, and competition among educational institutions.

The third pillar of SHRM is performance appraisal. Wahyuni (2023) explains that evaluation and performance appraisal serve as both administrative and strategic tools for measuring educator performance objectively and fairly. Through these processes, institutions can provide appropriate recognition for competent personnel and foster an innovative, supportive, and competitive organizational culture.

Organizational culture is the fourth pillar of SHRM. According to Pakpahan (2022), organizational culture represents an institutional identity encompassing values, norms, rules, communication patterns, leadership styles, and habitual practices that reflect the institution's image. Within the SHRM framework, these aspects are essential as guidelines for planning, organizing, and implementing educational activities. Policies integrated with curriculum changes, regulatory shifts, accreditation demands, and societal needs enable institutions to remain dynamic and adaptive.

Relating SHRM to education, particularly within Islamic educational institutions, Abdillah & Mujtahid (2015) consider this approach appropriate. Religious-based schools can create unique value propositions, especially in delivering character education aligned with religious teachings. Additionally, effective management of intellectual capital supports the development of educator competencies and strengthens stakeholders' confidence in graduate quality.

Muttaqien et al. (2023) further argue that implementing SHRM to enhance teacher performance in Islamic educational institutions is justified for several reasons. First, recruitment aligns with institutional needs, including digital and communication competencies. Second, continuous professional development ensures adaptive integration of Islamic values into modern learning contexts. Third, collaborative practices support learning communities and improve performance appraisal outcomes. Finally, institutional policies and infrastructure must allocate sufficient resources to support the integration of general and religious knowledge.

The SHRM approach can also be applied as a strategy to improve the performance of guidance and counseling (BK) teachers. According to Azwar et al. (2022), as educators responsible for character development and 21st-century skills, supervisors must ensure the quality and competence of BK teachers. Objective performance appraisal methods, including classroom visits, individual interviews, and program evaluations, are essential components.

Harahap et al. (2025) suggest collaboration between BK teachers and other educators to address students' behavioral issues. Within the SHRM context, this reflects a conducive organizational culture and effective counseling services. Karimah et al. (2022) note that such collaboration enriches perspectives in problem-solving, ensuring that counseling service performance indicators are fully achieved.

Soleha et al. (2023) highlight the role of BK teachers in fostering student independence, emphasizing the need for adequate facilities and infrastructure. Reba et al. (2022) explain that BK teacher performance is influenced by internal factors—such as educational background, motivation, competence, discipline, personality, and dedication—and external factors, including facilities and supervision processes. Participation in professional associations, certification, and economic welfare also reflects institutional support for improving teacher performance.

To measure the effectiveness of BK services, clear performance indicators and components are required. The study identifies multidimensional indicators, including service planning, implementation of basic services, individual and group counseling, collaboration, data and administrative management, evaluation and follow-up, and professional ethics.

Hidayani et al. (2023) emphasize that BK teachers bear significant responsibility for service accountability, making effective planning a primary performance indicator. Angelina et al. (2024) add that understanding the importance of planning accountability enhances teacher responsibility and productivity.

Nordianingsih & Jasiah (2025) identify the implementation of basic services as another key performance indicator, involving stages such as planning, implementation, evaluation, analysis, and follow-up. Rofiqoh et al. (2023) suggest integrating these services into the learning process to better identify student issues and support further counseling services.

Bahri (2020) states that individual and group counseling services are essential performance indicators, as they play a significant role in addressing students' problems comprehensively. Karimah et al. (2022) further highlight collaboration among educators as an equally important indicator, as synergy enhances the effectiveness of counseling services.

Finally, additional performance indicators include understanding professional ethics, managing data and administrative tasks, and conducting evaluation and follow-up. Professional ethics ensure service effectiveness (Safitri et al., 2025), while administrative management supports supervision and objective performance assessment (Isra, 2020). Evaluation and follow-up facilitate the development of effective counseling programs (Nordianingsih & Jasiah, 2025). These indicators form the basis for integration with SHRM pillars, as discussed in the following section.



**Figure 2. Indicators and Components of BK Teacher Performance**

## Discussion

Based on the findings of the study, it can be understood that the performance of guidance and counseling (BK) teachers is a multidimensional construct that is closely related to educational management. The performance indicators of BK teachers, which include the ability to design guidance and counseling service programs, implementation of basic services, provision of individual and group counseling, cross-professional collaboration skills, understanding of professional ethics, data and administrative management of services, as well as evaluation and follow-up of programs, emphasize that their implementation does not solely depend on personal competence but also involves institutional support systems and governance.

When correlated with the perspective of Strategic Human Resource Management (SHRM), the above indicators and components of BK teacher performance can be implemented based on the main pillars of SHRM. In the

strategic recruitment and selection pillar, SHRM ensures that recruited BK teachers possess appropriate educational backgrounds, professional competencies, and personal characteristics aligned with counseling service demands. Meanwhile, the strategic training and development pillar serves as a foundation for enhancing capabilities in service planning, counseling implementation, collaboration, and understanding of professional ethics. Supporting this explanation, Karim et al. (2025) emphasize that continuous and structured training programs can significantly improve teacher competence, motivation, and performance, especially when aligned with the contextual needs of educational institutions.

Furthermore, performance appraisal serves as a technical reference for objective evaluation of service implementation, administrative management, and follow-up of counseling programs. The organizational support and culture component plays a role in providing infrastructure, effective supervision systems, teacher welfare, and a collaborative work climate that supports sustainable performance. According to Nurjaman (2023), the quality of the work environment and organizational support plays a role in maintaining teachers' motivation and intrinsic performance, indicating that comprehensive SHRM strategies must include these aspects to ensure long-term sustainability. This is consistent with Hoque & Atheef (2024), who state that there is a positive relationship between comprehensive performance management practices and the productivity and work motivation of educators, including in the context of faith-based educational services.

In summary, strengthening the performance of BK teachers in Islamic educational institutions cannot be carried out optimally if approached partially. Instead, performance enhancement must be fully integrated with both performance indicators and SHRM practices. Through the SHRM approach, Islamic educational institutions have significant opportunities to develop strategic human resource management systems that are oriented toward improving the quality of counseling services while aligning with professional and Islamic values. This integration can also serve as an essential foundation for enhancing the quality of BK services and achieving educational goals holistically.

## CONCLUSION

The findings of this study reveal that the performance of guidance and counseling (BK) teachers in Islamic educational institutions is a multidimensional construct encompassing service planning, implementation of basic services, individual and group counseling, cross-professional collaboration, professional ethics, administrative management, as well as evaluation and follow-up of services. A key insight from this research is that the effectiveness of BK teacher

performance is not solely determined by individual competence, but is strongly influenced by institutional support systems, including human resource governance, academic supervision, infrastructure, and a conducive work environment. Within the perspective of Strategic Human Resource Management (SHRM), the study highlights that optimal performance can be achieved through the integration of four main pillars: strategic recruitment and selection, continuous professional training and development, objective performance appraisal, and the establishment of a supportive organizational culture grounded in Islamic values. The strength of this study lies in its contribution to bridging SHRM theory with the specific context of Islamic education, offering a comprehensive and systematic framework to enhance the professionalism, accountability, and effectiveness of BK teachers.

However, this study is limited by its reliance on a literature-based approach, which may not fully capture the dynamic realities and contextual variations of BK teacher performance in different institutional settings. Additionally, the study does not include empirical field data that could further validate the proposed conceptual integration of SHRM and teacher performance. Therefore, future research is recommended to employ mixed-method or empirical approaches, such as case studies or surveys, to examine the practical implementation of SHRM in Islamic educational institutions. Further studies may also explore the impact of SHRM on student outcomes and the long-term sustainability of counseling services, thereby enriching both theoretical development and practical application in the field of educational management.

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