

THE HUMAN RESOURCE MANAGEMENT IN EDUCATION AT MI MUAWWANAH BILINGUAL SCHOOL: A STUDY FROM THE PERSPECTIVE OF CAMBRIDGE CURRICULUM

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Abstract

This research aims to explore human resource management (HRM) at MI Muawwanah Plus Madin Jombang as a bilingual school that is in its early stages of development. The main focus of the study is on the recruitment process, teacher competency development, and performance evaluation of educators, with reference to education standards from the Cambridge perspective. The research also aims to examine how needs-based training for teachers and structured performance evaluations can be strategic steps in improving the quality of bilingual learning. The research approach used is qualitative with a case study method, involving direct observation, in-depth interviews, and document analysis to understand the HRM practices at the school. This study emphasizes the importance of school management's support in creating a work environment that fosters innovation and collaboration among educators. It is hoped that the results of this research can illustrate how the implementation of the bilingual program at MI Muawwanah Plus Madin Jombang heavily relies on recruitment strategies that focus on English proficiency, pedagogical competencies, and cross-cultural knowledge, and can serve as a reference for MI Muawwanah Plus Madin Jombang and other educational institutions aiming to develop similar programs using the Cambridge-based approach.

Keywords: Resource Management, Bilingual Education, Cambridge Standards.

مستخلص البحث

هدف هذا البحث إلى استكشاف إدارة الموارد البشرية في مدرسة الابتدائية الإسلامية معاونة بلس مادين جومبانج باعتبارها مدرسة ثنائية اللغة لا تزال في مراحلها الأولى من التطوير. ركز البحث بشكل أساسي على عملية التوظيف، وتطوير كفاءة المعلمين، وتقييم أدائهم، مع الإشارة إلى معايير التعليم وفقاً لمنهج كامبريدج. كما يسعى البحث إلى تحليل تدريب المعلمين القائم على الاحتياجات وتقييم الأداء المنهجي كخطوات استراتيجية لتحسين جودة التعليم الثنائي اللغة. اعتمد هذا البحث على المنهج النوعي باستخدام طريقة دراسة الحالة، حيث تشمل الملاحظة المباشرة، والمقابلة المتعمقة، وتحليل الوثائق لفهم ممارسات إدارة الموارد البشرية في المدرسة. يؤكد البحث على أهمية دعم إدارة المدرسة في خلق بيئة عمل تعزز الابتكار والتعاون بين المعلمين. من المتوقع أن تظهر نتائج هذا البحث كيف أن تنفيذ البرنامج الثنائي اللغة في مدرسة الابتدائية الإسلامية معاونة بلس مادين جومبانج اعتمد بشكل كبير على استراتيجيات التوظيف التي تركز على إتقان اللغة الإنجليزية، والكفاءات التربوية، والمعرفة الثقافية المتعددة. كما يمكن أن تكون هذا البحث مرجعاً لهذه المدرسة وللمؤسسات التعليمية الأخرى التي تسعى إلى تطوير برامج مماثلة باستخدام منهج كامبريدج.



الكلمات المفتاحية: إدارة الموارد والتعليم الثنائي اللغة ومعايير كامبريدج.

INTRODUCTION

Bilingual education has gained significant attention in recent years. The increasing need for foreign language skills, particularly English, has driven the growth of bilingual education in Indonesia. Various levels of education, including primary and secondary schools, now have bilingual programs that incorporate both Indonesian and English in learning. In this situation, human resource management (HRM) is critical to the success of bilingual programs, both in terms of managing the teaching force and developing the professional competencies of teachers who teach in two languages.¹

The Effective HRM in bilingual schools requires not only the academic quality of teachers, but also their ability to adapt to a bilingual curriculum. In bilingual education, teachers must have adequate foreign language skills and be able to implement effective teaching strategies in both languages. According to Ulrich, the role of teachers as agents of change in bilingual education is crucial, given the need to master various competencies, such as adequate communication skills in English and cultural understanding of both languages. Therefore, schools with bilingual programs need HRM policies that can support the development of teachers' foreign language skills as well as innovative teaching methods.²

MI Muawwanah Plus Madin Jombang bilingual school has just been established. The school has not yet officially adopted a specific curriculum, but they intend to implement a high-quality bilingual approach. In an effort to improve the quality of human resource management (HRM) in the school, the use of Cambridge standards as a benchmark could be a strategic move. Cambridge standards, which are oriented towards global competencies and 21st century skills, provide a relevant reference in recruiting, training and evaluating educators in bilingual schools such as MI Muawwanah.³

For effective human resource management in bilingual schools, teachers must have a high academic level as well as the ability to adapt to the bilingual curriculum. In bilingual education, teachers not only have to master one language, but also have to create effective teaching strategies in both languages. School management is essential to provide clear direction as this issue becomes even more important when schools do not have a structured curriculum.

¹ Subekti, Tri. "Manajemen SDM untuk Sekolah Berbasis Bilingual". *Jurnal Manajemen Pendidikan*, vol. 15, no. 2, 2018.

² Peter Holmes. *Teaching English as a Foreign Language in the Context of Globalization*. Routledge, 2015.

³ Ruhanen, Lisa. *Leadership in Bilingual Education: Best Practices and Challenges*. Routledge, 2020.

In terms of recruitment, MI Muawwanah focuses on selecting teachers with strong academic backgrounds and good language skills. Cambridge standards provide standards for selecting teachers who are able to support project-based learning and research. The recruited teachers also need to have the ability to manage linguistically and culturally diverse classes, given the diversity of students that is commonly found in bilingual schools.⁴

Training and professional development for educators is also a key element in ensuring the success of bilingual programs. Training programs designed with reference to Cambridge standards can help teachers understand innovative approaches, such as technology-based learning and collaboration between students. This is essential to support teachers in meeting the challenges of teaching in a dynamic and evolving bilingual environment.

In addition, one important aspect of HRM is teacher performance management. MI Muawwanah can implement a performance evaluation system that refers to the teacher's ability to implement bilingual learning strategies, mastery of teaching materials, and foreign language skills.⁵ These performance evaluations can be conducted periodically to ensure that each teacher meets the expected quality standards.

MI Muawwanah bilingual school relies heavily on the active participation of all parties involved in education, from management to educators. The principal has an important role as a policy director and leader in the implementation of the program in this situation. The application of HRM principles integrated with Cambridge standards has the potential to lead this school to a significant improvement in teaching quality and a positive impact on students.⁶

This study aims to investigate human resource management (HRM) at MI Muawwanah Plus Madin Jombang, a newly established bilingual school. The main focus of this study is the recruitment process, teacher competency development, and performance evaluation of educators, with reference to the educational standards from Cambridge. The research also investigates how teacher-specific needs-based training and structured performance evaluation can be strategic measures to improve the quality of bilingual learning.

The results of this study are expected to show how the implementation of the bilingual program at MI Muawwanah Plus Madin Jombang relies heavily on the recruitment strategy of educators who are proficient in English, have pedagogical abilities, and have cross-cultural insights.

⁴ Cambridge Assessment International Education. *Cambridge Teaching Standards Handbook*. Cambridge University Press, 2020.

⁵ Subekti, Tri. "Manajemen SDM untuk Sekolah Berbasis Bilingual". *Jurnal Manajemen Pendidikan*, vol. 15, no. 2, 2018.

⁶ Holmes, John. *Language and Education: Bilingual Teaching Strategies*. Cambridge University Press, 2019.

The findings will be useful for MI Muawwanah Plus Madin Jombang and other educational institutions that want to develop similar programs with Cambridge-based approaches.

METHOD

This research uses qualitative methods to gain a deeper understanding of how human resource development (HRD) management is implemented in schools with bilingual programs. This method allows researchers to interact directly with their research subjects to investigate social reality. To provide a more accurate picture, phenomena are observed in their natural environment. Researchers have the ability to thoroughly study human resource development processes, issues and approaches. The results are expected to increase understanding of how schools manage human resources.⁷

Qualitative research is a type of research based on the philosophy of post positivism. It is also referred to as an interpretive method because the research results are more relevant and lead to natural conditions (natural settings) that exist in the field. The purpose of qualitative research is to gain a deeper understanding of social phenomena and present the results descriptively. Therefore, this research uses a case study approach, which will thoroughly examine a case in a related school or institution.⁸

Observations and interviews were used to collect data. During the observation process at MI Muawwanah plus Madin, researchers intentionally told the interviewees that they were conducting research. The purpose of this method is to see the approach used to manage human resources in bilingual schools. In addition to observation, interviews can also be used to collect data or information through questions and answers that are spoken orally. One of its characteristics is direct contact between the person seeking information and the source of information. According to Sudijono, interviews are also a method of extracting data in depth by asking directly to informants or respondents. A free guided interview is a type of interview in which the interviewer has planned the topic of the interview. The interviewer observes the situation during the interview. School leaders, vice-principals and teachers are the informants interviewed.

⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2016).

⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, ed. kedua. (Bandung: Alfabeta, 2018).

RESULTS AND DISCUSSION

Findings

1. Recruitment Challenges and Strategies

Recruiting qualified educators for a bilingual school is a significant challenge faced by MI Muawwanah Plus Madin Jombang. The school prioritizes teachers with strong English proficiency, pedagogical expertise, and an understanding of bilingual education principles. However, due to the high demand for bilingual educators in Indonesia, competition among schools to attract competent teachers is intense.

To address this challenge, MI Muawwanah has developed several recruitment strategies:

- a. Collaboration with Language Institutions: The school partners with educational institutions to identify potential candidates who possess both language skills and teaching competencies.
- b. Structured Recruitment Process: The school applies recruitment criteria aligned with Cambridge standards, emphasizing subject-matter expertise and bilingual teaching experience.
- c. Competitive Compensation and Benefits: Offering attractive salary packages and professional development opportunities is essential to attract and retain highly skilled educators.
- d. Bilingual Teaching Readiness Assessments: Candidates undergo assessments to evaluate their ability to deliver lessons effectively in both Indonesian and English.

Despite these efforts, some challenges remain, including financial limitations and the scarcity of bilingual teachers with Cambridge curriculum experience.

2. Professional Development and Training for Educators

Ensuring continuous professional development is crucial for maintaining the quality of bilingual instruction at MI Muawwanah. The school recognizes the need for structured teacher training to enhance instructional techniques and linguistic competence. The key initiatives undertaken for teacher development include:

- a. Language Proficiency Enhancement: Teachers participate in English language training to improve fluency and communication in classroom settings.
- b. Pedagogical Skill Development: Regular training sessions focus on modern teaching methodologies, including project-based learning, differentiated instruction, and technology integration.

c. Mentoring and Peer Learning: Senior teachers' mentor newly recruited educators to help them adapt to the bilingual curriculum and classroom environment.

Although these training programs are beneficial, some teachers still face difficulties in adapting to bilingual teaching methodologies, highlighting the need for more individualized training approaches.

3. Performance Evaluation and Teacher Assessment

To ensure the effectiveness of bilingual education, MI Muawwanah implements structured teacher performance evaluations. These evaluations aim to measure educators' effectiveness in delivering bilingual lessons and aligning their teaching with Cambridge standards. Key components of the performance evaluation process include:

- a. Classroom Observations: Administrators and academic supervisors assess teachers' instructional practices, language usage, and student engagement during lessons.
- b. Self-Assessment and Reflection: Teachers are encouraged to assess their own performance and identify professional development goals.
- c. Periodic Language Proficiency Testing: Evaluating teachers' English proficiency ensures continuous improvement in their language skills.

While this evaluation framework helps maintain teaching quality, challenges such as teacher resistance to evaluations and limited resources for professional development persist.

4. Challenges in HRM Implementation

Despite MI Muawwanah's efforts to strengthen its HRM strategies, several challenges hinder the smooth implementation of its bilingual education program:

- a. Limited Availability of Qualified Teachers: Finding educators with both strong English proficiency and expertise in the Cambridge curriculum remains a significant hurdle.
- b. Financial Constraints: Budget limitations restrict the ability to offer competitive salaries and access high-quality training programs.
- c. Resistance to Change: Some teachers struggle to adapt to the bilingual education model, requiring additional support and motivation.
- d. Administrative Capacity: The school's HR team faces difficulties in managing recruitment, training, and performance evaluation simultaneously.

Addressing these challenges requires a more sustainable HRM approach, increased funding, and stronger leadership support.

Discussion

The findings highlight that the success of MI Muawwanah's bilingual education program is largely dependent on the effective management of its human resources. A well-structured HRM system is necessary to recruit, develop, and retain bilingual educators who can meet international teaching standards.

1. Strategic Teacher Recruitment

The study emphasizes the need for recruitment strategies that prioritize candidates with bilingual teaching experience and familiarity with Cambridge standards. Partnering with universities, offering competitive salaries, and implementing rigorous selection processes can help address recruitment challenges.

2. Continuous Professional Development

Training programs that align with Cambridge standards play a crucial role in equipping teachers with the necessary skills for bilingual instruction. However, MI Muawwanah should focus on more personalized training methods to address individual teacher needs effectively. Integrating technology-based learning resources and international collaboration programs can enhance training effectiveness.

3. Performance Evaluation and Quality Assurance

A robust evaluation framework ensures that teachers maintain high teaching standards. Classroom observations, peer feedback, and self-assessment methods should be combined with external assessments to provide a holistic view of teacher performance. Schools must ensure that performance evaluations are not only used for assessment but also as tools for continuous improvement.

4. Sustainability of HRM Strategies

To overcome financial and administrative challenges, MI Muawwanah must explore alternative funding sources, such as government grants, private sponsorships, and partnerships with international organizations. Additionally, creating a strong leadership team dedicated to HRM in bilingual education will help ensure long-term program success.

CONCLUSION

This study highlights the importance of human resource management (HRM) in the successful implementation of bilingual education at MI Muawwanah Bilingual School. Recruitment, training and performance evaluation are key components in ensuring the quality of education aligned with Cambridge standards. The study concludes that effective human resource

management is essential for the successful implementation of bilingual education at MI Muawwanah Plus Madin Jombang. Recruitment, teacher development, and performance evaluation must be continuously refined to meet the demands of bilingual education.

By addressing HRM challenges and leveraging opportunities, the school can establish a sustainable bilingual education model that benefits students, teachers, and the broader educational community. Future research should explore innovative HRM approaches, such as competency-based hiring and technology-driven professional development, to further enhance bilingual teaching quality.

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