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Evaluation of the Effectiveness of Educational Resource Management (Human Resources and Finance) in Supporting Curriculum Implementation at SMP Negeri 3 Kotabaru

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ABSTRACT

This study aims to evaluate the effectiveness of educational resource management, particularly human resources (HR) and financial resources, in supporting curriculum implementation at SMP Negeri 3 Kotabaru. The research focuses on how the principal applies data-driven, reflective, and collaborative management approaches to optimize teacher potential and ensure transparent and accountable financial management. A qualitative descriptive method was employed, with data collected through in-depth interviews, participatory observations, and document analysis. The findings reveal that the effectiveness of resource management at SMP Negeri 3 Kotabaru is achieved through three main strategies: (1) reflection- and coaching-based HR management that encourages teachers' self-evaluation and continuous professional development; (2) humanistic leadership emphasizing emotional regulation, empathy, and dialogic communication to foster a collaborative work culture; and (3) transparent and participatory financial management involving all school members in budgeting and evaluation processes. This study concludes that the effectiveness of HR and financial management is not solely determined by the principal's technical managerial skills but also by reflective, ethical, and collaborative leadership. Such a management model fosters a sustainable culture of quality and strengthens the successful implementation of the Merdeka Curriculum.

1. Introduction

The effectiveness of educational resource management both human resources (HR) and financial resources is a fundamental determinant of successful curriculum implementation in educational institutions. In contemporary educational governance, effectiveness is measured not only by the efficiency of resource

utilization but also by the degree to which management practices support learning objectives, enhance teacher professionalism, and cultivate a sustainable culture of quality. Schools with strong HR and financial management tend to be more adaptive to policy shifts, global challenges, and socio-cultural dynamics. Effective management also enables the development of flexible and innovative learning systems. In this context, the principal functions not merely as an administrator but as an inspirer, motivator, and strategic leader capable of mobilizing all school resources to achieve educational goals. Mulyasa (2022) emphasizes that principals who can synergize managerial and instructional leadership are better positioned to align school resources with curriculum implementation needs.

At SMP Negeri 3 Kotabaru, effective resource management is reflected in the school's capacity to optimize teacher potential, administrative staff performance, and financial support in strengthening the implementation of the Independent Curriculum. The principal conducts systematic needs assessments, plans programs based on data, and evaluates implementation outcomes through a reflective and evidence-based approach. This shift aligns with the principles of School-Based Management (SBM), which emphasize autonomy, participation, transparency, and accountability (Sagala, 2021). Similar findings are reported by WS, Hidayati, and Martaningsih (2024), who argue that effective SBM requires structured planning, inclusive participation, and coherent financial management to support quality learning processes.

In the era of educational autonomy, principals are expected to demonstrate adaptive and collaborative managerial competencies to manage school resources effectively. Aslamiah (2021) explains that principals must function as innovators capable of designing development strategies grounded in local potential. In line with this, research by Haq (2025) shows that effective HR management directly contributes to improved teacher commitment, instructional quality, and school performance. Teachers, as the primary implementers of the curriculum, require continuous academic supervision, professional development, and reflective learning opportunities. Principals who successfully cultivate participatory work environments are more likely to strengthen teachers' sense of belonging and professionalism.

Suriansyah (2020) highlights that resource management effectiveness is inseparable from the values and ethics upheld by school leaders. Principals who prioritize honesty, accountability, and fairness in financial management—particularly in the administration of BOS funds and committee contributions—tend to foster high levels of public trust. Ethical leadership is therefore essential in strengthening school governance. Complementing this view, Albaar, Syahrial, and Paristiowati (2021) emphasize that effective financial management in educational institutions requires structured monitoring, transparent reporting, and strategic allocation of funds to support HR development.

The relevance of reflective and collaborative leadership is further supported by Cinantya (2023), who found that principals employing these leadership models tend

to enhance the overall effectiveness of resource management. Such leaders rely on data-driven evaluations and empower teachers in decision-making, creating a participatory organizational culture. Similar conclusions are drawn by Akmaluddin et al. (2025), who show that HR management strategies focusing on empowerment, competence development, and collaborative planning significantly elevate educational quality. Additionally, Fahlefi (2025) underscores the importance of aligning HR practices with institutional goals through supervision, professional mentoring, and continuous evaluation. Evaluating the effectiveness of educational resource management is therefore a crucial component of a quality-oriented education system. Evaluation extends beyond measuring efficiency; it assesses the coherence between planning, implementation, and outcomes. Through data-driven evaluation, principals can identify strengths and weaknesses and develop targeted strategies for improvement. This aligns with the Plan–Do–Check–Act (PDCA) cycle (Deming, 2019), which emphasizes iterative reflection and continuous quality enhancement. Such reflective evaluation supports the development of a learning organization where all members continuously improve their performance.

Thus, the effectiveness of educational resource management at SMP Negeri 3 Kotabaru reflects not only technocratic competence but also humanistic, reflective, and collaborative leadership qualities. This model demonstrates best practices in fostering a school culture that is adaptive, values-driven, and committed to continuous quality improvement. Accordingly, the purpose of this study is to analyze the effectiveness of human and financial resource management at SMP Negeri 3 Kotabaru and to examine how the principal's leadership practices contribute to strengthening the school's quality culture.

2. Methodology

This study uses a qualitative approach with descriptive methods to provide an in-depth description of the effectiveness of educational resource management, both human resources (HR) and financial resources, at SMP Negeri 3 Kotabaru in supporting curriculum implementation. This approach was chosen to enable researchers to understand phenomena contextually and comprehensively through direct interaction with research subjects in a natural environment without external intervention. According to Sugiyono (2021), qualitative research is used to understand the meaning behind behavior, actions, and social processes, with the researcher acting as the primary instrument for data collection.

This research was conducted at SMP Negeri 3 Kotabaru, Kotabaru Regency, South Kalimantan, for three months, from July to September 2025. This location was chosen because the school has implemented School-Based Management (SBM) principles and data-driven curriculum evaluation in educational resource management. Research subjects included the principal, vice principal for curriculum, treasurer, teachers, and administrative staff. The research data sources were divided into two: primary data obtained through in-depth interviews and direct observation of HR and financial management activities, and secondary data

obtained from official documents such as the School Work Plan (RKS), School Activity and Budget Plan (RKAS), financial reports, and curriculum evaluation results.

Data collection techniques included in-depth interviews, participant observation, and documentation studies. Semi-structured interviews were conducted to gather in-depth information about the HR and financial management strategies implemented by the principal. Direct observations were made of managerial activities, such as coordination meetings and learning evaluations. Meanwhile, documentation studies were used to obtain written data to strengthen the interview and observation results. To maintain data validity, the researchers employed source and method triangulation, comparing data from various sources and collection methods to ensure validity. This aligns with the opinion of Suriansyah & Aslamiah (2020), who stated that triangulation is an important strategy for increasing the credibility of educational research through cross-source and cross-time confirmation.

Data analysis was conducted using the Miles and Huberman (2014) model, which includes three stages: data reduction, data presentation, conclusion drawing, and verification. Data reduction was carried out by selecting and simplifying data relevant to the research focus. Next, the data were presented in descriptive narratives and tables for ease of understanding. Conclusions were then drawn based on patterns and relationships between variables that emerged in the field. Data validity was strengthened through member checking, which involved confirming the data interpretation with informants to ensure it aligns with actual conditions. According to Aslamiah (2021), the validation process in educational management research needs to be conducted reflectively and collaboratively so that the results are not only accurate but also relevant to the context of the educational organization being studied.

Through this qualitative approach, the research is expected to provide a comprehensive overview of the effectiveness of educational resource management at SMP Negeri 3 Kotabaru. This study also aims to uncover how the principal's strategies for optimizing human resources and finances can support the successful implementation of a quality-based curriculum and continuous reflection. The research findings are expected to provide theoretical contributions to the development of data-driven educational management, while also serving as a practical reference for principals in implementing the principles of transparency, participation, and accountability in educational resource management.

3. Results and Discussion

Reflection- and Coaching-Based Human Resource Management

The general condition of SMP Negeri 3 Kotabaru reflects a school that is structurally organized, culturally collaborative, and functionally aligned with the

Independent Curriculum. With a medium-sized student population and adequate learning facilities, the school demonstrates a stable operational environment supported by active participation from teachers, administrative staff, and the school committee. The learning environment is characterized by supportive leadership, routine professional development programs, and a culture that encourages openness to innovation. The principal's leadership plays a significant role in shaping the school's organizational climate particularly in fostering mutual respect, participatory decision-making, and shared responsibility among stakeholders. These conditions create a foundation that enables the school to continuously develop its human resource capacity and ensure that curriculum implementation runs effectively.

The research was conducted through a qualitative descriptive design involving direct interviews, observations, and documentation. The interview data were collected through semi-structured sessions with the principal, allowing the researcher to gain in-depth insights into the school's human resource management practices. Each interview session followed an open and dialogic format to ensure authentic responses. To enhance credibility, the researcher conducted follow-up clarifications, triangulated the data with classroom observations, and cross-referenced the information with administrative documents. This systematic data collection process enabled a comprehensive understanding of how reflective and coaching-based human resource management is implemented at SMP Negeri 3 Kotabaru (see in Table 1).

Table 1. Interview Questions Used During Data Collection

No.	Interview Question
1	How do you manage teacher performance development in supporting the Independent Curriculum?
2	What steps do you take after conducting academic supervision?
3	How do reflection and coaching sessions contribute to teacher professionalism?
4	What challenges do teachers commonly face in implementing the curriculum?
5	How do you evaluate the effectiveness of human resource management in your school?
6	What collaboration practices are applied with teachers and staff during decision-making?
7	How do financial resource considerations influence HR development programs at the school?
8	What strategies do you use to build a culture of quality among teachers?

Interviews with the principal of SMP Negeri 3 Kotabaru indicate that human resource management at this school is directed toward developing teacher professionalism through a reflection- and coaching-based approach. The principal explained that after academic supervision, teachers are not immediately given direction or instructions but are encouraged to reflect on their teaching experiences. This reflection process is supported by coaching sessions that center on open-ended questions such as "How did you feel while teaching?", "What went well?", and "What can be improved for the next meeting?" Such questions foster deeper awareness, prompting teachers to identify their own improvement areas and teaching strategies. Coaching therefore becomes not merely technical guidance but

a dialogic professional space that nurtures teachers' autonomy and internal motivation to sustain instructional quality.

In relation to theoretical perspectives, this reflection- and coaching-based model aligns with Aslamiah's (2020) argument that curriculum effectiveness is strongly influenced by teachers' capacity for continuous self-evaluation and professional growth. Reflection acts as a systematic tool for improving teaching practices, whereas coaching functions as a strategic mentoring process that strengthens teachers' internal awareness. Within modern educational management frameworks such as those suggested by Mulyasa (2022), the principal's role shifts from controller to facilitator creating a culture of collaborative learning among teachers. This model also aligns with the principles of effective human resource management, in which each teacher is empowered proportionally to their potential to meet curriculum objectives.

Field observations and interview findings show that the implementation of reflection and coaching at SMP Negeri 3 Kotabaru has positively influenced teacher performance and the overall consistency of curriculum implementation. Teachers have become more open in discussing classroom challenges and more willing to experiment with student-centered instructional strategies. These changes reflect the emergence of a quality culture that grows internally from the teachers rather than externally imposed demands. Conceptually, this practice aligns with Robbins and Coulter's (2020) perspective on organizational effectiveness, emphasizing that educational success depends on the optimal utilization of human resources through open communication and continuous professional learning. Accordingly, reflection-based human resource management at SMP Negeri 3 Kotabaru can be regarded as an effective managerial practice that strengthens Independent Curriculum implementation and fosters an adaptive, collaborative, and high-quality learning environment.

Emotional Control and Humanistic Leadership

Interviews with the principal of SMP Negeri 3 Kotabaru indicate that in carrying out his leadership duties, the principal places emotional control as a key factor in building harmonious relationships with all members of the school community. The principal emphasized that any problems that arise in the workplace are not addressed with spontaneous or emotional reactions, but rather with a dialogical and empathetic approach. For example, when a difference of opinion arises between teachers and management, the principal prefers to invite relevant parties to discuss, listen to each other's reasons, and find a joint solution. This approach demonstrates that leadership at SMP Negeri 3 Kotabaru is oriented toward humanistic values, namely respecting individual dignity, establishing calming communication, and fostering mutual trust among all elements of the school. This strategy has created a conducive work environment, where teachers feel safe expressing their opinions and are motivated to contribute to improving the quality of learning.

In relation to theoretical studies, this leadership style aligns with Suriansyah's (2021) perspective, which explains that humanistic leadership places people at the center of an educational organization. Principals who are able to control their emotions and demonstrate empathy will be more successful in creating a positive and collaborative work culture. In the context of educational management, Mulyasa (2022) added that a leader's emotional competence is an integral part of social intelligence, directly impacting organizational performance. Emotionally stable leaders are able to make rational decisions, avoid destructive conflict, and direct the full potential of human resources toward achieving the school's vision. Therefore, emotional control is not merely a personal aspect but also part of the managerial competency that determines the effectiveness of a principal's leadership.

Furthermore, the implementation of humanistic leadership at SMP Negeri 3 Kotabaru has been shown to strengthen the school's quality culture. Interviews with several teachers revealed that they felt more motivated and valued because the principal not only assessed performance based on results but also valued the process and effort. The principal openly appreciated teachers who demonstrated initiative and provided moral support to teachers facing challenges. This practice aligns with the views of Robbins and Coulter (2020), who asserted that organizational effectiveness is significantly influenced by a leader's ability to create a safe and supportive psychological climate. Therefore, good emotional control enables a principal to implement empathetic, humane leadership and build collective trust, which forms the foundation of a quality culture in the school.

Conceptually, these findings indicate that emotional control and humanistic leadership have a mutually reinforcing relationship in the context of curriculum implementation and improving educational quality. Principals who are able to balance rationality with empathy will more easily inspire teachers to reflect, innovate, and collaborate in learning. From a 21st-century educational perspective, this ability is part of transformative leadership that drives sustainable change in schools (Fullan, 2020). Therefore, the leadership practices of the principal of SMP Negeri 3 Kotabaru can be categorized as a concrete example of the application of effective humanistic leadership, where emotional control serves as a moral and strategic foundation in managing the dynamics of educational organizations in a just, empathetic, and quality-oriented manner.

Effective Financial Management in Supporting the Curriculum

Effective financial management at SMP Negeri 3 Kotabaru significantly contributes to the successful implementation of the curriculum and improved learning quality. Interviews with the principal revealed that the entire budgeting and disbursement process is transparent, based on actual data, and tailored to the school's actual needs. The principal emphasized that every activity, such as academic supervision, teacher training, procurement of learning media, and student development activities, is always structured based on the priorities outlined in the Education Report Card and the results of annual teacher reflections. This data-driven approach ensures that

funds are used more efficiently, on target, and oriented toward the primary objectives of the established curriculum.

The interview revealed that the principal emphasized that curriculum planning and evaluation depend entirely on the school's ability to effectively manage available funds. He emphasized that education funds serve not only as an administrative tool but also as a strategic tool to encourage innovation and curriculum change to make them more contextual. This approach aligns with the principles of School-Based Management (SBM), which emphasize the importance of active participation of all school members in the planning, management, and accountability of funds (Sagala, 2021). The principal implements a participatory leadership style, where every teacher and staff member is given the opportunity to participate in determining budget allocations to align with classroom learning needs.

Theoretically, Mulyono (2019) states that the success of financial management in a school is determined by the leadership's ability to integrate the planning, implementation, and evaluation stages. An effective principal is able to determine priorities, develop a budget based on objective data, and establish success indicators for each activity. At SMP Negeri 3 Kotabaru, this principle is realized through reflective evaluation practices conducted with teachers. The results of the annual reflection serve as the basis for preparing the education budget, ensuring that every expenditure has a rational basis and directly impacts the quality of learning. This demonstrates the close relationship between effective financial management and the quality of curriculum implementation at the school.

The effectiveness of financial management at this school is also evident in the collaboration and openness in every decision-making process. The principal regularly holds meetings with the management team, treasurer, and teachers to review the use of funds and assess the achievements of implemented activities. This collaborative approach not only strengthens public accountability but also fosters a sense of shared responsibility for the success of the school's programs (Nurkholis, 2020). Furthermore, financial reflection and reporting practices are carried out continuously to ensure the principles of continuous improvement are implemented. These evaluations are not solely for administrative purposes, but rather serve as introspection to refine the learning plan and financial strategy for the following year (Deming, 2018).

Overall, financial management practices at SMP Negeri 3 Kotabaru demonstrate that successful curriculum implementation relies heavily on participatory, transparent, and adaptive financial governance that addresses real learning needs. The principal, as the learning leader, has successfully positioned finance as a strategic instrument in strengthening an effective and sustainable education system. This approach demonstrates that data-driven and reflective financial management not only enhances organizational stability but also strengthens a culture of quality and innovation in curriculum implementation at the school.

Effectiveness Evaluation: Collaboration and Continuous Improvement

An evaluation of the effectiveness of educational resource management at SMP Negeri 3 Kotabaru shows that the success of curriculum implementation is not solely determined by the availability of resources, but rather by how the evaluation process is carried out continuously and involves all elements of the school. The principal explained that a performance evaluation forum is held at the end of each semester, attended by the curriculum team, teachers, and educational staff. This activity includes a review of the Education Report Card (Early Education Report) achievements, the implementation of academic supervision, and the effectiveness of the use of BOS funds and other funding sources to support learning activities. This evaluation is not merely an administrative routine but part of an organizational learning process that serves to generate strategies for improving educational quality in the future.

This view aligns with Sagala (2013), who emphasized that effective educational management can only be achieved if the institution is able to carry out evaluation functions comprehensively and oriented towards performance results. Evaluations conducted with the involvement of the entire school community allow for the joint identification of obstacles and opportunities for improvement. This collaborative approach strengthens a culture of reflection and fosters a sense of collective responsibility for school policies and programs. Thus, the active participation of all school elements plays a crucial role in creating a more effective and sustainable curriculum implementation process.

Interviews with teachers also indicate that the implementation of reflection-based evaluation and coaching has proven effective in maintaining consistent learning quality. Following academic supervision activities, teachers conduct individual or group reflections with the principal or supervisor to review their strengths and areas for development. This approach reinforces the continuous improvement cycle described by Deming (1993) through the Plan-Do-Check-Act (PDCA) model, where each evaluation stage results in a more adaptive follow-up plan tailored to learning needs. This model not only enhances teachers' professional competence but also fosters a school culture of reflection and continuous learning to improve the quality of curriculum implementation.

4. Conclusion

Based on the research findings on the Evaluation of the Effectiveness of Educational Resource Management (HR and Finance) in Supporting Curriculum Implementation at SMP Negeri 3 Kotabaru, it can be concluded that the effectiveness of educational resource management at this school is characterized by an integration of reflective, collaborative, and humanistic leadership. The principal successfully functions as both a manager and a learning leader, motivating all elements of the school to actively participate in realizing a culture of quality education.

First, in terms of human resource (HR) management, the principal applies a reflective and coaching approach to improve teacher professionalism. This process not only builds teachers' critical awareness of learning practices but also fosters personal and collective responsibility for curriculum quality. Teachers are encouraged to become lifelong learners through dialogic academic supervision, in line with the principles of a learning organization and continuous improvement.

Second, in terms of leadership and work culture, emotional control and the application of humanistic leadership have been proven to create a harmonious, open, and collaborative organizational climate. The principal is not only a decision-maker but also a facilitator who listens, motivates, and sets a moral example. This approach strengthens a sense of ownership among teachers and staff, increases trust, and fosters work motivation, which directly impacts the effectiveness of curriculum implementation.

Third, in school financial management, the principles of transparency, accountability, and participation are the main foundations that ensure the efficient use of funds to support learning activities. The involvement of teachers, treasurers, and school committees in budget planning and evaluation builds public trust and strengthens shared responsibility for educational outcomes. Every expenditure is directed toward improving the quality of learning, teacher professional development, and the provision of facilities relevant to curriculum needs.

Overall, the effectiveness of educational resource management at SMP Negeri 3 Kotabaru reflects the successful implementation of School-Based Management (SBM) and evidence-based management principles. Reflective and participatory evaluations enable the school to make continuous improvements in all managerial aspects. Thus, it can be affirmed that the success of curriculum implementation at SMP Negeri 3 Kotabaru depends not only on the availability of resources, but primarily on the quality of the principal's reflective, collaborative, and high-integrity leadership, as well as on a participatory and quality-oriented organizational culture. This managerial practice can be used as a best practice model for other schools in realizing effective, adaptive, and sustainable educational governance in the current era of educational transformation.

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