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The Role of Human Resource Management (Teachers) in Improving Learning Creativity in Schools

Hasanah^{1*}, Syifa Ayu Fauziyyah²

¹ SMPIT Assyifa Boarding School Subang, Indonesia

² SMP Negeri 2 Rongga, Kab.Bandung Barat, Indonesia

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ABSTRACT

Background: In an era of rapid educational transformation, schools are increasingly challenged to foster student creativity through innovative teaching practices. One key factor influencing this is the effective management of human resources, particularly teachers, who serve as the primary agents in the learning process. **Objective:** This study examines the role of human resource management (teachers) in enhancing learning creativity at SMPIT Assyifa Boarding School Subang. **Method:** A field research approach was used, with data collected through observations, documentation, and triangulation for validity. Data analysis involved three stages: data reduction, presentation, and conclusion drawing. **Results:** The study found that improving teacher creativity involves various strategies, including workshops, training, comparative studies with other schools, enhancing learning facilities and infrastructure, curriculum development, and fostering collaboration among educational stakeholders. **Conclusion:** Effective human resource management strategies can enhance teacher creativity, ultimately improving the learning process. **Contribution:** This study provides practical insights into optimizing teacher development programs to foster creativity in education.

KEYWORDS

Human Resource Management (Teachers); Learning Creativity; Schools

1. INTRODUCTION

Human resource management is a very important issue to explore because the success or failure of educational institutions is greatly influenced by the management factors of educational institutions (Baharun, 2016). In this context, it is explained that the human resources of educators and education personnel are the spearhead and need to be well developed. Through effective human resources, managers or leaders can find the best way to utilize the people in their organizational environment so that the desired goals can be achieved (Bairizki, 2020). The basics of human management can also be imitated, but the most effective organizations look for unique ways to attract, retain, and motivate human resource employees (Harahap & Hidayat, 2016).

Management is very important in the field of life. With management, the performance of an organization can run optimally (Dewi & Mashar, 2019). Likewise, with educational institutions with good management, an educational

* **Corresponding Author:** Hasanah, hasanah441@guru.smp.belajar.id

Teacher at SMPIT Assyifa Boarding School Subang, Jawa Barat, Indonesia

Address: Jl. As, Tambakmekar, Kec. Jalandagak, Kabupaten Subang, Jawa Barat 41281, Indonesia

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institution will be able to develop optimally as expected. Education management in Indonesia is a central point in realizing human resource development goals. Education management requires good planning, implementation, and supervision so that the education process runs optimally (Megasari, 2020). Talking about management and human resources issues cannot be separated between educators and students or commonly referred to as "teachers and students" of course the teacher here in question is an educator in a school or formal educational institution whose job or job is not only to teach various sciences but also "educate". Being a teacher must have a professional nature, but being a professional teacher is not an easy thing, one of the characteristics of a professional teacher is having convincing creativity and achievement (Jihad, 2013).

Creativity is a priority to be managed and developed optimally, what is considered capable of developing human creativity is education (Yunas, 2019). Creativity is a very important factor to appreciate in its development because it is very influential in everyday life. The need for creativity in the organization of education today is felt to be the need of every student. Every individual is required to prepare mentally to be able to face future challenges such as the development of science, technology, and other fields. The development of creative potential that exists in every human being needs to be done, both for personal self-realization and the continuity of the nation's progress (Pratama et al., 2022).

Creativity in learning is the development of potential beyond the limits of intelligence, and finding new and better ways to solve educational problems (Kamilah et al., 2021). Teachers who have creativity can be interpreted as the ability of educators to express something new and unique by combining something that already exists into something more interesting. Creativity is related to the professionalism of a teacher because professional teachers will easily develop learning in the school environment. In addition, professional teachers not only master the material but far from professional teachers understand learning methods and techniques that are on the characteristics of students, and infrastructure that can be a tool to support learning (Octavianingrum, 2020).

To advance the school, the most important human resource management is from the factor of educators, by having educators who are competent in their fields, it will be able to make a very useful contribution to the sustainability or progress of a school (Lubis, 2022). Quality can also be seen in how schools through their teachers can carry out their duties as educators, teachers, mentors, and trainers by the curriculum that has been determined by book in a local and national context. It is clear that teachers must have good creativity in learning and must have input, process, and output in the school (Supriadi, 2018).

In the learning process, a teacher as a teacher and educator plays a big role and responsibility to help improve learning creativity (Abidin, 2019). With teacher creativity in the learning process, it is hoped that students can achieve optimal learning outcomes. Teacher creativity in learning here is the ability of a teacher in teaching to create a comfortable and calm learning atmosphere by creating new ideas that can make students feel challenged in learning, in this way it may be able to improve the management of human resources specifically a teacher (Werdiningsih, 2021).

Based on the author's observations while at SMPIT Assyifa Boarding School Subang, show the existence of human resource management in planning, recruiting, and evaluating all previously established plans, in this case, it still needs to be improved because there are still several school quality criteria that have not been maximized such as the utilization of existing resources in schools, the provision of facilities and services that can cause reduced satisfaction. Here it is necessary to have the participation and ability of the principal and all stakeholders in planning education and formulating human resource management that will be carried out to increase creativity in learning in the school institution they manage.

The results of interviews also obtained by researchers with teachers at SMPIT Assyifa Boarding School Subang revealed that there were problems in the learning process carried out by teachers such as the condition of learning facilities and infrastructure owned by the school. According to the teacher, the facilities and infrastructure for the learning process provided by the school are not optimal, especially the tools or media for learning in the classroom. So often teachers teach using only textbooks because learning media are not available at school. The informant added that there are still teachers who, when teaching, are not guided by the lesson plans they have prepared due to the limited allocation of learning time. For example, there are still teachers when teaching in class without opening the lesson with apperception/opening first but starting the lesson by going straight to the core of the subject matter.

Teachers as educators and as people who provide knowledge to students must understand educational policies. In addition, it should also be understood that teachers are not one of the sources of learning, although their duties, roles, and functions in the teaching and learning process are very important. To be able to see student learning outcomes, each teacher has a plan for undergoing the learning process. This is because teachers must have a teaching strategy so that students can learn effectively and efficiently on the expected target. One of the steps or strategies is to apply presentation techniques commonly referred to as learning methods.

The purpose of this study is to determine the role of human resource management (teachers) in improving learning creativity at SMPIT Assyifa Boarding School Subang. The focus of the discussion examines (1) the creativity of human resources (teachers) in the learning system at school; (2) the application of teacher creativity in the learning system at school; (3) the role of human resource management (teachers) in improving learning creativity.

2. METHOD

2.1 Research Approaches

This research uses a type of qualitative research, where qualitative research emphasizes its analysis of deductive and inductive inference processes and analyzes the dynamics of the relationship between observed phenomena, using scientific logic. Researchers use field research following the problems to be studied, the purpose of this field research itself is to study intensively the background of the current situation, and the environmental interactions of a social unit, individual, group, and institution or society (Lofland et al., 2022).

The method used in this research is the descriptive qualitative method. Qualitative research is research that is intended to reveal symptoms thoroughly and by the context as it is through data collection from a natural setting as a field source with the key research instrument itself (Tracy, 2019). Researchers use descriptive qualitative to determine the application of teacher human resource management in improving learning creativity at SMPIT Assyifa Boarding School Subang.

2.2 Subject of Research

This research was conducted at SMPIT Assyifa Boarding School Subang in 2023. In this study, the subject is the teacher. The research informants are the principal, deputy head of student affairs, and subject teachers.

2.3 Data Source

The data sources in this study are divided into two, namely primary data sources and secondary data sources.

- a) Primary Data. The main data or primary data in this study are teachers at SMPIT Assyifa Boarding School Subang.
- b) Secondary data. In this study are in the form of data and documentation relating to SMPIT Assyifa Boarding School Subang, be it school history, school activities, school teaching and learning processes, school rules, and so on.

2.4 Data Collection

In the data collection process, researchers used three methods, as follows:

- a) Observation. The observation technique is used to observe activities related to human resource management between teachers and students both in improving learning creativity activities in the teaching and learning process and other activities that exist at SMPIT Assyifa Boarding School Subang.
- b) Interview. Researchers conducted interviews with several teachers at SMPIT Assyifa Boarding School Subang. The interview technique that will be carried out by researchers is to conduct a question-and-answer process about human resource management, especially the role of teachers in increasing learning creativity at SMPIT Assyifa Boarding School Subang. This interview technique is carried out as effectively as possible so that researchers obtain valid data.
- c) Documentation. Researchers used a tool in the form of a notebook to record all conversations with informants and a camera to take pictures when researchers were having conversations with informants, so that these photos could increase the validity of the research and would be more guaranteed. Documentation in this study is in the form of photos of every activity carried out by the teacher at SMPIT Assyifa Boarding School Subang.

2.5 Data Validity Technique

The technique used to test the validity of the data uses triangulation. Triangulation is a technique for checking the validity of research data by comparing sources, theories, and research methods or techniques. Triangulation uses three steps (Moleong), namely:

- a) Source triangulation as one of the data validity checking techniques is done by comparing the data obtained from each source.
- b) Triangulation of techniques is done by comparing data generated from several different techniques used in research.
- c) Theoretical triangulation is done by comparing several theories that are directly related to the research data.

2.6 Data Analysis

Data analysis in this qualitative research the author uses interactive analysis by Miles and Huberman (Asipi et al., 2022), which consists of the following:

- a) Data reduction. This stage is a process where a researcher needs to conduct an initial review of the data that has been generated, by examining the data about the aspects or focus of the research.
- b) Data presentation. This stage is an effort to display, explain, or present data. As an analytical work step, data display can be interpreted as an effort to display, explain, and present the data produced in the form of pictures, graphs, charts, tables, and the like.
- c) Verification and conclusion drawing. At this stage, the researcher can confirm to sharpen the data and clarify the understanding and interpretations that have been made before arriving at the end of the research.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1. Creativity of Human Resources (Teachers) in the Learning System at School

The results of the study reveal that the development of the quality of educators and education personnel in question is to improve the quality of education, especially the quality of educational outcomes (students) as a benchmark for the success or failure of an educational process. Therefore, the development of the quality of educators and education personnel through education and training at SMPIT Assyifa Boarding School Subang can support the competence of the resources in the school, to find out the results of the implementation of human resource development of educators and education personnel at SMPIT Assyifa Boarding School Subang an evaluation process is held. In the stages of the evaluation process carried out consistently from start to finish.

Forms of teacher creativity in the learning system, and activities that have been carried out in the teacher creativity program include:

- a) Creativity in Managing the Classroom.

Some teachers at SMPIT Assyifa Boarding School Subang already have creativity in managing the classroom, especially in the learning process, for example, the teacher arranges the sitting position of the students so that they are not bored in learning. Teachers at SMPIT Assyifa Boarding School Subang already have their creativity in processing classes in carrying out the teaching and learning process. The form of teacher creativity at SMPIT Assyifa Boarding School Subang is quite good, as the results of observations or observations that researchers have encountered at the school when following the learning process are students following it with full attention. This creativity emphasizes efforts to create an optimal environment both physically and mentally, by creating a comfortable classroom atmosphere, and a happy mood without pressure, making it easier for students to understand learning material well and have a great desire to always pay attention to every material delivered by the teacher.

- b) Creativity in using Learning Methods;

Teachers at SMPIT Assyifa Boarding School Subang have carried out good creativity, especially in using learning methods. The teachers at the school have used various methods according to the class and students to be taught. The implementation of learning process at SMPIT Assyifa Boarding School Subang has implemented a creative and fun learning model increasing the creativity of applying creative learning models, facilities and infrastructure are not a matter that determines success, but the mental readiness of educators, students, and conducive environment that is the main key in the success of a creativity in learning.

The learning process carried out in the classroom by using various methods and utilizing objects as media in any learning, can inspire students to direct their attention to the material being taught. Thus, teachers can utilize objects around them as learning media or images or design their own so that the material taught to their students can attract attention. So that in the assessment or evaluation process, the teacher can provide objective assessments to his students.

- c) Creativity in Preparing Student Worksheets;

The learning process carried out in the classroom by using a variety of methods and preparing student worksheets in any learning, can inspire students to direct their attention to the material being taught. So that in the assessment or evaluation process, the teacher can provide objective assessments to his students. In supporting the implementation of learning, a teacher must have creativity in improving the quality of learning at SMPIT Assyifa

Boarding School Subang. Teacher creativity can be said to be good and brilliant because teachers dare to look for breakthroughs to achieve goals. It is proven that there is an increase in the quality of output. Both in the form of academic and non-academic achievements. A teacher's creativity must be owned and applied to all subjects where its application is adjusted to the character and goals to be achieved by each subject teacher. Creativity in learning must be adjusted to the material and goals to be achieved.

d) Creativity in using Learning Media

The media used in the learning process at SMPIT Assyifa Boarding School Subang is adequate, in the form of teaching media tools, such as whiteboards, markers, manila paper, InFocus, projectors, and media images related to learning material. The learning media at SMPIT Assyifa Boarding School Subang is adequate even though there are still some teachers who have not used it. Learning media is needed in the learning process because by using the media the teaching and learning process goes well as well as at SMPIT Assyifa Boarding School Subang. In this school, teachers are required to be able to use learning media well, this is also supported by the facilities provided.

e) Creativity in Evaluating Learning Outcomes

At SMPIT Assyifa Boarding School Subang, teachers who have certification must have high performance in the learning process, so that students can receive learning well and achieve educational goals, therefore a teacher must also be in his field of expertise in teaching. Teacher performance is the ability of a teacher to carry out his duties and responsibilities in the learning process so that students can improve learning achievement and become useful successors of the nation. The performance of teachers who have certification will certainly be more improved in teaching than teachers who have not been certified. At SMPIT Assyifa Boarding School Subang uses three forms of evaluation/learning assessment, namely evaluation in the form of written and oral tests and portfolio forms. The foregoing is very clearly illustrated from the results of the author's interviews with students at SMPIT Assyifa Boarding School Subang by using time for 3 consecutive days by focusing on one level in one day. The school, especially in this case, always conducts evaluations and meetings with teachers to evaluate the results of learning carried out in the classroom.

3.1.2. Application of Teacher Creativity in the Learning System at School

The results revealed that in the learning process, the teacher has an active role so that students can accept what is conveyed. Thus, the learning system is carried out by the teacher. The application of increased teacher creativity in the learning process intended by the author in this study is the teacher's ability to convey the learning atmosphere in an interesting and fun way. Each student has a different, even unique character. The strengths, weaknesses, interests, and concerns of students are also different, even family backgrounds, socioeconomic backgrounds, and environments make them different, making them different in their activities. Creative teachers should be able to identify the individual differences of their students, then from here, a teacher can start the learning process.

The forms of application of teacher creativity in the learning process carried out at school include:

a) Encouraging Teachers.

Efforts that teachers can make are thinking, planning, and taking concrete steps to develop this creativity. Therefore, all parties who participate in owning SMPIT Assyifa Boarding School Subang are required and obliged to participate and actively do things that can help teachers to provide encouragement, motivation, and ways to have a high level of creativity in carrying out learning, which ultimately supports the achievement of national education goals in general.

b) Increase Cooperation

The steps taken to overcome obstacles in developing teacher creativity at SMPIT Assyifa Boarding School Subang are through cooperation, good cooperation between all components or stakeholders of education, the availability of facilities, learning media, curriculum tools, and other teaching aids needed, the competence of teachers to carry out their duties professionally, responsibly and properly. Thus, any obstacles faced can be overcome because it is embedded in the self to always act according to their duties and responsibilities as a teacher.

c) Motivate

Teachers at SMPIT Assyifa Boarding School Subang have high dedication and loyalty with their main task being learning agents who motivate, facilitate, educate, guide, and train students so that they become quality human beings

who can optimally actualize their human potential in formal education channels, primary and secondary education levels including formal early childhood education.

d) Improve Competence.

Teachers at SMPIT Assyifa Boarding School Subang have the competence and ability to overcome obstacles which is an effort to develop their creativity. Because without the competence or ability of each teacher, of course, efforts to develop material to achieve learning objectives aimed at students will fail.

3.2. Discussion

3.2.1 Creativity of Human Resources (HR) Teachers in the Learning System at the School

SMPIT Assyifa Boarding School Subang has carried out a good human resource management process, especially for teachers, such as procuring or recruiting teachers who are by the competencies of an educator. Training and competency development activities for teachers are also routinely carried out every school year, both training and development of teacher competencies carried out within the school and participating in training and development of teacher competencies held by the government. According to him, the school also assesses and evaluates the performance of the teachers every year. Although the school has carried out the teaching and learning process well, researchers also see that human resource management, especially for students, is still lacking, this can be seen when the teaching and learning process there are still students playing around when the teacher is teaching, besides that students often come in and out when the learning process is taking place. If there are already written rules that have not been implemented and implemented.

At SMPIT Assyifa Boarding School Subang, teachers always have creativity so that the learning process goes well. Thus, a teacher has many and complete tasks. The duties of a teacher include educating, teaching, and training. Educating means continuing and developing life values. Teaching means continuing and developing science and technology. While training means developing skills in students.

Based on the reality in the field at SMPIT Assyifa Boarding School Subang has developed creativity in learning, such as under (1) compiling teaching programs, such as setting learning objectives, selecting and developing learning materials, selecting and developing teaching and learning strategies, selecting and developing appropriate teaching media, selecting and utilizing learning resources; (2) implementing teaching programs, such as creating the right teaching and learning climate, organizing learning spaces, managing teaching and learning interactions; (3) assessing the results and teaching and learning processes that have been carried out, such as assessing student achievement for teaching purposes, and assessing the teaching and learning process that has been carried out.

By carrying out the role of the teacher in teaching and learning interactions as well as possible, namely as a facilitator, motivator guide, organizer and human resource, it is hoped that students can learn effectively and efficiently and after participating in the teaching and learning process will be able to get the best results shown in the form of good learning achievement. With this creativity, there are still teachers at SMPIT Assyifa Boarding School Subang who have not implemented the programs that have been implemented by the school. So the creativity developed by teachers in the learning process is still not going well. This can be seen from the way and preparation of teachers in teaching, there are still those who have not prepared teaching tools just to enter.

To create creative, professional, and fun learning, some skills must be owned and mastered by the teacher, a teacher must be creative to always create a pleasant learning atmosphere so that students do not feel bored and experience learning difficulties. Thus, good management of the teaching and learning process supported by teacher creativity will be able to achieve the desired goals. Creativity is the process of mentally building new ideas that are more extraordinary than previous ideas. Operationally, creativity can be formulated as an ability that reflects fluency, flexibility, and originality in thinking, as well as the ability to elaborate (develop, enrich, and detail) an idea. Creativity is the skill to determine new connections, see new subjects and perspectives, and form new combinations of two or more concepts that have been imprinted in the mind. Every creation is a new combination of ideas, an innovative new production, an art, and can satisfy people.

3.2.2 Application of Teacher Creativity in the Learning System at School

Creativity is characterized by a person's activity or tendency to create something new. As a creative person, the teacher realizes that creativity is universal, and therefore all activities are supported, guided, and raised by that awareness. He is a creator and motivator who is at the center of the educational process, as a result, teachers are always trying to find better ways to serve students so that students will judge whether the teacher is creative or otherwise.

The application of teacher creativity in the learning process at SMPIT Assyifa Boarding School Subang is good, although there are still obstacles and obstacles faced by teachers. The application of teacher creativity regarding the learning process has been carried out at SMPIT Assyifa Boarding School Subang, including (1) encouraging teachers; (2) increasing cooperation; (3) providing motivation; (4) having competence.

Human Resource Management has a greater impact on organizational effectiveness than any other resource (Anwar & Abdullah, 2021). How well human resources are managed will determine the future success of the organization. Human resource management itself will be a very important part of the organization's management tasks (Saputri et al., 2023). Conversely, if human resources are not managed properly, effectiveness is not achieved. The complexity of human resource management is greatly influenced by many factors. This is due to the development and progress that is taking place today. Competent and qualified human resources are needed to support the activities of education (Dipoatmodjo et al., 2023). With good human resource management, an educational institution can make progress in the institution.

Learning process creativity implies the ability of school resources to transform multiple types of inputs and situations to achieve a certain degree of added value for students (Sharples et al., 2015). Included in this framework of educational process creativity is the degree of health, safety, discipline, familiarity, mutual respect, satisfaction, and others of the subject during the delivery and receipt of services.

Educational outcomes are considered quality if they can produce academic and extracurricular excellence in students who are declared to have graduated from one level of education or completed a certain learning program. Academic excellence is expressed by the grades achieved by students (Olaoye & Adu, 2015). Extracurricular excellence is expressed by the various types of skills acquired by students while participating in extracurricular programs (Bradley & Conway, 2016). Creativity can also be seen in the life values adopted, morality, drive to progress, and others obtained by students during their education.

The creativity of a school can also be seen in its orderly administration. One form of orderly administration is the existence of an effective and efficient working mechanism, both vertically and horizontally (Francis & Imiete, 2018). From an operational perspective, school-based management is said to be of high quality if its human resources work effectively and efficiently. They work not because they are burdened or because they are closely supervised.

Educational institutions or schools, in general, today are considered less independent in determining their institutional vision and management, especially about how human resource management is in improving learning creativity. For this reason, researchers feel the need to conduct an in-depth investigation of the role of human resource management (teachers) and students in increasing learning creativity at SMPIT Assyifa Boarding School Subang.

3.2.3 The Role of Human Resource Management (Teachers) in Improving Learning Creativity

In essence, the development of education in Indonesia is still experiencing various obstacles. One of the major obstacles is related to the quality of human resource management of teachers and students, even though these human resources are the determinants of the success of learning goals. Teachers and students with their various characteristics are the main elements to achieve goals. Therefore, educational institutions are required to develop comprehensive human resource management starting from planning, organizing, and controlling.

For development to be carried out properly, a human resource management program must first be established. The development of human resources of educators and education personnel in an educational institution is not only influenced by the methods applied but in theory, the development of human resources of teachers and students is also determined by several factors, namely, vision, mission, and school goals. Vision is the vision of a school that is far ahead, deep and broad. The mission is the purpose of the main activities that make madrasah have a distinctive identity to distinguish one school from another madrasah, the goal is the target that the school wants to achieve (Prayogi et al., 2022).

The teaching profession as a specialized field of work is required to commit to improving the quality of education (Ibrahim & Iqbal, 2015). Therefore, the value of excellence that teachers must have is creativity. Creativity has several bases, teacher teaching creativity is the ability of teachers to constantly develop materials or subject matter and be able to create an interesting and calm atmosphere and be able to modify lessons (Henriksen et al., 2017). If all processes can be done well, it will produce professional teachers and students. This has a direct and indirect impact on whether or not the human resource development of educators is carried out in schools so that it can increase creativity in learning.

The importance of the role of teachers and the weight of their duties and responsibilities, especially in developing human potential (students). A teacher's job is a type of work that cannot be seen, a teacher will feel proud, satisfied, and successful in his duties of educating and teaching if his students can become a pioneer or useful for his nation (Toropova et al., 2021). Teachers and educators are the printers of development in all fields of life in society (Maloy

et al., 2017). The role of the teacher has an important and main position in the entire educational process, teachers or educators are the main driving factor for the progress and decline of an educational institution (Aleixo et al., 2018).

Teachers as educators in determining their teaching and learning strategies need special knowledge and skills in the field of teaching methodology (Ghorbani et al., 2018). Because it is the teacher who will help students to achieve good results. The teaching method is a method that is carried out or applied by the teacher in delivering subject matter to students in the teaching and learning process (Tamrin et al., 2017). Duties and obligations of the teacher mentioned above, it is clear that the teacher has heavy duties and responsibilities, because, in addition to his duties and responsibilities as a teacher and educator, he is also in charge of the administrative field related to his duties, and is obliged to relate to and foster the community in his environment.

The role of the teacher in improving student learning achievement is important because one indication of the success of the teacher's job is if students can achieve their learning achievements as well as possible. Therefore, it is stated that the teacher is responsible for the achievement of student learning outcomes. Furthermore, the role of the teacher in trying to improve learning achievement in its implementation cannot be separated from his role as a teaching staff who can provide material to students as well as possible, so that students can learn effectively and efficiently.

4. IMPLICATIONS AND CONTRIBUTIONS

The results of this study are expected to have the following uses:

Implication, it is hoped that this research can contribute ideas that are theoretically useful for educators, especially principals, and teachers, as an effort to improve learning creativity in schools through the application of training and development of teacher human resources.

Contribution, this research is expected to be useful as follows:

- a) Can contribute in the form of information about the application of training and development of teacher human resources, and also to enrich the repertoire of knowledge for school managers.
- b) As input for the educational institutions concerned, for principals and teachers, as an effort to improve the quality of human resources effectively and efficiently.
- c) As a basis for developing science and as a comparison for further research, especially on improving the quality of teachers' human resources in supporting learning creativity in schools.

5. LIMITATIONS AND RECOMMENDATIONS

Limitations. The following researchers describe the limitations of this study, namely as follows:

- a) This research focuses on field studies
- b) This research only focuses on discussing the creativity of human resources (HR) teachers in the learning system at school
- c) This research only focuses on how the application of teacher creativity in the learning system at school
- d) There is no comparison in this study related to the role of human resource management (teachers) in improving learning creativity in schools.

Recommendation. Based on the results and discussion of the research, the following research recommendations are presented from the research findings, namely as follows:

- a) students, students should remain enthusiastic about learning with their teachers, not be lazy, and pay attention to the teacher's explanation when learning to get maximum scores.
- b) For teachers, teachers should continue to make maximum efforts in the learning process of students by sincerely guiding them to become better people.
- c) For schools, the Principal should often guide teachers so that they can broaden their horizons and support efforts to achieve educational goals. And the school can provide more learning resources at school and learning media that can be utilized by teachers.

6. CONCLUSION

The creativity of human resources (teachers) in the learning process at SMPIT Assyifa Boarding School Subang is quite good. That is, it is in the medium category, because teachers who teach in these schools can generally make and carry out (1) learning planning, which includes; formulation of teaching objectives, determination of teaching and learning activities, determination of teaching methods and tools, and determination of evaluation patterns; (2) management of teaching implementation well, which includes; delivery of subject matter, use of teaching

methods/techniques, use of media and learning tools, creation of teaching and learning interactions in the classroom well; (3) implementation of teaching assessment well and varied.

The application of creativity carried out by teachers in carrying out the learning process at SMPIT Assyifa Boarding School Subang is carried out by carrying out workshops/teacher training internally at the School, activating teachers in the implementation of subject teacher workshops, conducting visits / comparative studies to other schools, increasing the availability of facilities, such as; learning media, curriculum tools and other teaching aids needed, and increasing good cooperation between all components or stakeholders of education.

Effective human resource management plays a crucial role in enhancing teachers' creativity, directly impacting school learning quality. The study highlights that teacher creativity can be improved through various strategies, including professional development programs such as workshops, training, and comparative studies, providing adequate learning facilities, and fostering collaboration among educational stakeholders. By implementing these strategies, schools can create a more dynamic and innovative learning environment, ultimately improving student engagement and academic outcomes.

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Author Contribution Statement

All authors discussed the results and contributed to the final manuscript.

Conflict of Interest Statement

The authors declared that they have no competing interests with respect to the research, authorship, and/or publication that might have influenced the performance or presentation of the work described in this article.

Ethical Approval Statement

The author declares that this study was conducted in accordance with research ethics principles and has received ethical approval from the author's institution, including respect for participants' autonomy, confidentiality of data, and ensuring their safety and well-being, as outlined in the applicable research ethics guidelines.

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