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HUMAN RESOURCE MANAGEMENT IN FORMING THE SPIRIT OF LIFE LONG LEARNERS AT SDIT MUTIARA INSAN SUKOHARJO

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui manajemen SDM dalam pembentukan jiwa pembelajar sepanjang hayat di SDIT Mutiara Insan Sukoharjo. Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif jenis penelitian *field research*. Adapun hasil penelitian manajemen SDM dalam pembentukan jiwa pembelajar sepanjang hayat di SDIT Mutiara Insan Sukoharjo yang telah dilakukan sebagai berikut: a) rekrutmen dan seleksi, rekrutmen dan seleksi guru SDIT Mutiara Insan Sukoharjo ketat untuk memastikan guru yang memiliki kompetensi dan visi yang sejalan dengan sekolah. b) Pengembangan Profesional, Pengembangan diri profesional guru terhadap perkembangan teknologi yang pesat dan kebutuhan siswa yang terus berubah perlu dilakukan agar guru cepat beradaptasi. c) Evaluasi Kinerja, dilakukan sebagai kontrol guru yang mana bisa saja tetap menggunakan metode lama yang mungkin sudah tidak cocok dengan kebutuhan dan keberagaman siswa masa kini guna membangun budaya berpikir kritis dan kontekstual. d) Motivasi dan Pemberdayaan, memulai menjadi guru *Life Long Learner* yang menyenangkan, dapat dilakukan seperti: ciptakan tujuan pembelajaran, belajar mulai dari hal kecil, ubah cara belajar menjadi menyenangkan, membangun ekosistem guru pembelajar, dukungan pimpinan.

Keywords:	ABSTRACTS
Management, Human Resource, Soul, Learner, Life	This research aims to find out human resource management in the formation of a lifelong learning spirit at SDIT Mutiara Insan Sukoharjo. The method used in this study is a descriptive qualitative method of research <i>typelfield research</i> . The results of the research on human resource management in the formation of a lifelong learning spirit at SDIT Mutiara Insan Sukoharjo which has been conducted are as follows: a) recruitment and selection, recruitment and selection teacher SDIT Mutiara Insan Sukoharjo is strict in ensuring that teachers have competencies and visions that are in line with the school. b) Professional Development, Professional self-development of teachers towards rapid technological developments and the ever-changing needs of students needs to be done so that teachers can adapt quickly. c) Performance Evaluation, carried out as a control for teachers who may still use old methods that may no longer be suitable for the needs and diversity of today's students in order to build a culture of critical and contextual thinking. d) Motivation and Empowerment, starting to become a teacher <i>Life Long Learner</i> which is fun, can be done such as: creating learning goals, learning from small things, changing the way of learning to be fun, building an ecosystem of learning teachers, leadership support.

A. INTRODUCTION

Education is the main pillar in the development of quality human resources (HR). In the midst of global dynamics marked by technological advances, social change, and economic challenges, individuals are required to have continuous learning abilities. The concept *life long learning* or lifelong learning becomes very relevant, especially in the context of basic education, as a foundation for the formation of character and student competence (Ahadi, 2025: 22).

According to UNESCO, lifelong learning encompasses all learning activities undertaken throughout life, with the aim of improving knowledge, skills and competencies in personal, social and professional perspectives. This is in line with the OECD's view that emphasizes the importance of education as a key to a country's economic development, and that education must go beyond formal learning to support a knowledge-based economy (Pare, 2023: 27).

In Indonesia, the concept of lifelong education has been recognized since the issuance of MPR Decree No. IV/MPR/1970 in conjunction with Tap No. IV/MPR/1978 concerning GBHN, which establishes the principles of national development, including that education lasts a lifetime and is implemented in the family, school, and community. Therefore, education is a shared responsibility between the family, community, and government (Nurhayati, 2024: 12).

Schools have a strategic role in instilling lifelong learning values in students. In the UNESCO report, it is stated that education must be oriented towards four pillars, namely: *learning to know*, *learning to do*, *learning to be*, And *learning to live together* (Sudarsana, 2016: 44). These four pillars emphasize the importance of developing knowledge, skills, attitudes, and abilities to live together harmoniously in society (Yunus, 2021: 31).

Based on the observation results, SDIT Mutiara Insan Sukoharjo is an integrated Islamic educational institution with a vision to form a generation that is not only intellectually intelligent, but also spiritually and socially resilient. Therefore, this school

strives to create an environment that supports lifelong learning through a holistic and integrative approach. The importance of lifelong learning has been widely recognized, its implementation at the elementary school level faces various challenges. One of them is the lack of understanding and awareness among educators regarding the importance of instilling lifelong learning values in students. In addition, limited resources, both in terms of facilities and educator competence, are also obstacles in creating an environment conducive to continuous learning (Observation Results, 2025).

Human resource management (HR) in schools plays a key role in creating a sustainable learning culture. Therefore, the development of educator competence and motivation is a very important aspect in efforts to instill lifelong learning values in students. Adult education should focus on students' life experiences and encourage them to learn independently. This shows that an experiential and independent learning approach is very important in shaping the soul of a lifelong learner. However, the application of these principles in the context of basic education requires the right strategy and support from various parties (Risfina, 2023: 66).

Based on the observation results at SDIT Mutiara Insan Sukoharjo, the application of Human resource management in the formation of a lifelong learner spirit not only includes aspects of recruitment and selection, but also ongoing professional development, awarding, and creating a supportive work climate. Lifelong learning is interpreted as a process of individual transformation obtained from experience changing into knowledge and abilities. Lifelong learning is all learning activities carried out by teachers/individuals throughout life that aim to improve knowledge, skills, and competencies in perspectives related to individuals, citizenship, social, and/or the world of work. Motivating factors in Human resource management such as recognition and achievement can increase the intrinsic motivation of educators. While hygiene factors, such as working conditions and school policies, can prevent dissatisfaction (Observation Results, 2025).

In addition, participation in decision-making is also an important factor in Human resource management. The theory of participation in decision-making states that the involvement of staff members in the decision-making process can increase their sense of ownership and involvement in the organization. Thus, empowering educators through active participation in decision-making can create an inclusive organizational culture and support continuous learning (Observation Results, 2025).

Based on this background, the researcher is interested in researching Human resource management in the formation of a lifelong learner spirit at SDIT Mutiara Insan Sukoharjo. This research is also expected to be a reference for other educational institutions in creating an environment that supports lifelong learners. Thus, this research has high relevance in efforts to improve the quality of education in Indonesia.

B. METHOD RESEARCH

This research is a research *field research* with a descriptive qualitative approach at the SDIT Mutiara Insan Sukoharjo institution. The descriptive qualitative approach is by using research that produces descriptive data in the form of written or spoken words. By choosing this qualitative method, the author can obtain accurate data. Judging from the nature of the data presentation, the descriptive method is a study that does not seek or explain relationships, does not test hypotheses or predictions. This type of research is *field research* (Sugiyono, 2018, 24). This study focuses on one specific case

unit, namely human resource management in the formation of a lifelong learning spirit at SDIT Mutiara Insan Sukoharjo.

Definition of field research (*field research*) is a research that is conducted carefully by going directly into the field to study the background of the current situation and the interactions of individuals, groups, institutions, and communities. In general, this research aims to explore in depth the background, conditions, or situations that occur in individuals, communities, or certain institutions (Wagiran, 2013, 21). Data collection techniques in qualitative research are by using observation, interview, and documentation methods (Sukardi, 2015, 47).

C. RESULT AND DISCUSSION

Human Resource Management in the Formation of Lifelong Learning Spirit at SDIT Mutiara Insan Sukoharjo

Based on the results of interviews with the principal and teachers, the Human Resource management strategies at SDIT Mutiara Insan Sukoharjo include:

1. Recruitment and Selection:

Based on the results of the interview with the Head Pearl of Humanity Islamic Elementary School, Sukoharjo Recruitment of lifelong learning teachers is aa concept where teachers are ready to continue learning and developing themselves throughout their lives to improve their competence and the quality of learning. A rigorous selection process to ensure teachers have the competencies and vision that align with the school.

Head SDIT Mutiara Insan Sukoharjo said Lifelong learning teachers must be prepared to participate in various forms of learning, such as attending training, workshops, conferences, or being involved in educational research.

Apart from that, according to the vice principal for curriculum SDIT Mutiara Insan Sukoharjo, he said that the reasons for teacher recruitment in Pearl of Humanity Islamic Elementary School, Sukoharjo must be a lifelong learner due to the following reasons:

a. Technological development

The world of education continues to evolve, and teachers need to continue learning to master new technologies that are relevant to learning.

b. Student needs

Students' needs are constantly changing, and teachers need to adapt their instructional strategies to meet those needs.

c. Improving the quality of learning

By continuing to learn, teachers can improve the quality of learning and create more effective learning experiences for students.

d. Skills

Teachers need to have skills such as critical thinking, creativity, and collaboration, which are needed to prepare students for future challenges.

2. Professional Development

Based on the results of the interview with the Head Mutiara Insan Islamic Elementary School, Sukoharjo, teachers as the vanguard become

lifelong learners in order to form a generation that is faithful, healthy, independent, critical, creative, communicative, collaborative, and loves the country. Research in many countries has proven that teachers' contribution is much greater than other factors in education such as policies, curriculum, and even facilities. The curriculum, policies and facilities may be very good, but if teachers are unable to provide a quality learning process, the impact will certainly be difficult to see. Even though facilities are limited, if teachers are able to present innovation and creativity in learning, students will remain enthusiastic about learning and ultimately have a positive impact on their learning outcomes.

Apart from that, according to the vice principal for curriculum SDIT Mutiara Insan Sukoharjo, he said that another reason why teachers need to be lifelong learners is the rapid development of technology and the ever-changing needs of students. This condition requires the world of education, including teachers, to adapt quickly. Teachers are also required to set an example, to *berole model* for students. Teachers do not only provide explanations through words in front of the class, but more importantly teach through attitudes, behaviors and ways of dealing with changes and challenges that are increasingly developing.

Currently in the world of education, students need concrete and real role models and when they see their teachers also enthusiastic about learning to improve their competence and professionalism, students will have higher motivation to continue learning.

In addition, teachers need to have the ability to reflect on what they do in class, both in teaching, making decisions, and managing students. This reflection is important so that they can learn from their own experiences and continue to improve their teaching methods for the good of their students. Good classroom learning reflections can be obtained by teachers through regular training, workshops, and further studies to improve the quality of teaching.

The Head of SDIT Mutiara Insan Sukoharjo said that the development of current technology requires every human being to continue learning in dealing with the capabilities of artificial intelligence that are currently developing. Humans must learn to create, utilize and even be responsible for the potential risks faced by the existence of this technology. Even though they have completed formal education at school, humans must still be required to learn in order to survive in an era of technology. Learning in question is not only in the classroom but also lifelong learning or what is called *Life long Learning*. *Life long Learning* is a person's effort to continue learning voluntarily and continuously for personal reasons aimed at personal development, increasing competitiveness and work ability. Lifelong Learning is an effort that must be done consciously and enjoy every learning process because it is done voluntarily.

The Head of SDIT Mutiara Insan Sukoharjo said that every child has potential, talents, and characteristics that are developed according to the demands of the times, therefore teachers are needed as lifelong learners so that they can understand the development of the demands of the times.

Learning is no longer one-way but two-way between educators and students, in addition to being facilitators (teachers and parents) need to provide examples, examples, and advice. It is also necessary, facilitators (teachers and parents) are able to prepare the characteristics of the environment needed by children so that learning becomes interesting and meaningful. Meaningful learning is an approach in designing a learning process that emphasizes the significance and relevance of learning materials for the real lives of students. In using a meaningful learning approach, learning materials are structured so that students can understand and interpret them in the context of their lives so that the learning process becomes more meaningful and inspiring.

Apart from that, according to the vice principal for curriculum SDIT Mutiara Insan Sukoharjo, he said that the current Merdeka Curriculum efforts to produce Indonesian students as lifelong learners are in the Pancasila Student Profile Strengthening Project (P5) which has the ability, character and main competencies. The Pancasila Student Profile is actually *skill set*, character, and competencies needed for someone to become a lifelong learner," he said. In the implementation stage, P5 will use a project-based learning approach or *project-based learning* which is different from project-based learning in intracurricular programs in the classroom.

3. **Performance Evaluation:**

Performance evaluation in the form of periodic assessment of teacher performance needs to be done to provide feedback and improvements in classroom learning and classroom teaching administration. Teachers need to have the ability to reflect on what they have done in class, both in teaching, making decisions, and managing students. This reflection is important so that they can learn from their own experiences and continue to improve their teaching methods for the good of their students.

Based on the results of the interview with the Head of SDIT Mutiara Insan Sukoharjo, if teachers do not continue to learn, teachers may continue to use old methods that may no longer be suitable for the needs and diversity of today's students. In this context, teachers can simultaneously play a role as researchers to practice various learning models and build a culture of critical and contextual thinking. Of course, there are many other reasons why teachers need to be lifelong learners. By continuing to develop more effective learning practices that are responsive to social, cultural, and technological changes.

Apart from that, according to the vice principal for curriculum SDIT Mutiara Insan Sukoharjo, he said that we know that our world is not static, and so is education. Along with the changing times, curriculum, technology and learning approaches, student characteristics, and other dynamics that continue to move, teachers need to continue to update their knowledge and skills sustainably in order to respond to and meet the needs of the 21st century, which emphasizes critical thinking competencies, collaboration, creativity and digital literacy.

Furthermore, the Head of SDIT Mutiara Insan Sukoharjo said that the partnership between schools/madrasahs and universities is a strategic step to facilitate teachers in developing competencies, which are not limited to

formal programs such as Teacher Professional Education (PPG), but also other ongoing activities.

4. **Motivation and Empowerment**

Based on the results of an interview with the Head of SDIT Mutiara Insan Sukoharjo, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) through the Merdeka Curriculum is being carried out massively to produce a generation that has the soul of a lifelong learner.

"A superior generation is needed to be ready to adapt to the rapid development of the times and technology."

The head of SDIT Mutiara Insan Sukoharjo said, "Moreover, currently there is the development of artificial intelligence or...*artificial intelligence* which is so extraordinary that the younger generation must be able to adapt to change.

Apart from that, according to the vice principal for curriculum SDIT Mutiara Insan Sukoharjo, he said that the younger generation must be equipped with learning teachers with the will and ability to continue learning, both learning new things and dismantling existing knowledge. Albert Einstein once said: "*Education is what remains after one has forgotten what one has learned in school.*" This statement shows that education is what remains after a person forgets what he has learned in school.

Head SDIT Mutiara Insan Sukoharjo explains how to start becoming a teacher *Life long learner* which is fun, the following can be explained below:

a. Create Learning Objectives

Before studying, make sure you have a goal that you want to achieve and that suits your needs.

b. Start From Small Things

No need to spend a day reading a book, just set aside 10-15 minutes a day to read a book can have a positive impact on your learning process. Over time you will have a habit of reading books.

c. Change the Way of Learning to be More Fun

You can determine your own learning process that is fun for you so that learning is not a burden. Some ways you can do this are by choosing books related to things you like to read, discussing with colleagues who have the same interests, joining online forums, watching educational videos or listening to podcasts about increasing motivation or skills, taking skill classes and finally learning from your own experience.

d. Building a Learning Teacher Ecosystem

Building a learning teacher ecosystem requires concrete steps, such as reducing the administrative burden so that teachers have time to develop themselves. All of this certainly requires strong support from school leaders to the government, through a clear vision, supportive policies, and the provision of adequate resources.

e. Leadership Support

Support from leaders from the educational unit level to the central government is key to building an empowered and sustainable community of learning teachers.

Human resource management in the formation of a lifelong learning spirit at SDIT Mutiara Insan Sukoharjo includes:

Recruitment and Selection:

Recruitment of lifelong learning teachers Pearl of Humanity Islamic Elementary School, Sukoharjo is a concept where teachers are ready to continue learning and developing themselves throughout their lives to improve their competence and the quality of learning. A rigorous selection process to ensure teachers have the competencies and vision that align with the school.

This is in accordance with Syafaruddin's research which states that teacher professionalism (teachers who have competence) can currently be measured by several competencies and various indicators that complement them, without these competencies and indicators it is difficult to determine teacher professionalism. Professionalism leads to the commitment of members of a profession to improve their professional abilities and continuously develop the strategies they use in carrying out work that is in accordance with the profession they hold (Syafaruddin, 2018: 5).

Professional Development

Teachers as the vanguard become lifelong learners in order to form a generation that is faithful, healthy, independent, critical, creative, communicative, collaborative, and loves the country. Teachers need to be lifelong learners is the rapid development of technology and the ever-changing needs of students. This condition requires the world of education, including teachers, to adapt quickly. Teachers are also required to set an example, to be a model for students. Teachers do not only provide explanations through words in front of the class, but more importantly teach through attitudes, behaviors and ways of dealing with changes and challenges that are increasingly developing.

This is in accordance with research Norazlinda it is said that the continuous self-development in the soul of every teacher able to help teachers to prepare, update and develop self-professionalism each other all the time. When self they are constantly updated with knowledge, skills and values add a new one then the effect is above their career makes someone a teacher that is professional, effective and dynamic throughout their services (Norazlinda, 2019: 14).

Performance Evaluation:

Performance evaluation in the form of periodic assessment of teacher performance needs to be carried out to provide feedback and improvements in classroom learning and teaching administration in the classroom. Teachers need to have the ability to reflect on what they have done in the classroom, both in teaching, making decisions, and managing students. This reflection is important so that they can learn from their own experiences and continue to improve their teaching methods for the good of students. If teachers do not continue to learn, teachers may continue to use old

methods that may no longer be suitable for the needs and diversity of today's students. In this context, teachers can simultaneously play a role as researchers to practice various learning models and build a culture of critical and contextual thinking.

This is in accordance with Ummi Latifah's research. The teacher performance evaluation process is very important to be carried out gradually in every school organization. The reason for the importance of teacher performance evaluation is the most important thing to improve the quality of teaching. The quality of teaching itself is very important to pay attention to because it will affect the learning outcomes of students or learners. The existence of teacher performance evaluation can help the principal identify the strengths and weaknesses in teacher teaching. That way, a teacher can identify where teachers can improve and enhance the quality of their teaching and can improve the professionalism of a teacher (Ummi Latifah, 2024: 115).

Motivation and Empowerment

Learning teachers must be equipped with the will and ability to continue learning, both learning new things and dismantling existing knowledge. Moreover, currently there is the development of artificial intelligence or *artificial intelligence* which is so extraordinary that the younger generation must be able to adapt to change.

This is in accordance with Wiyono's research, professional teachers at Abadi 21 must have the ability to facilitate students to have competencies in accordance with those conveyed by the 21st Century Partnership Learning Framework. This teacher's ability is related to the teacher's ability to prepare learning methods, strategies, and models and be able to use technology and information media in the learning process (Wiyono, 2023: 22).

D. CONCLUSION

Based on the research results at SDIT Mutiara Insan Sukoharjo regarding Human resource management in the formation of a lifelong learning spirit at SDIT Mutiara Insan Sukoharjo, including:

1. Recruitment and Selection

Recruitment selection Teacher SDIT Mutiara Insan Sukoharjo is strict in ensuring teachers who have competencies and visions that are in line with the school. Ga lifelong learner Pearl of Humanity Islamic Elementary School, Sukoharj must be ready to participate in various forms of learning, such as attending training, workshops, conferences, or being involved in educational research.

2. Professional Development

Professional development of teachers towards rapid technological developments and the ever-changing needs of students needs to be done so that teachers can adapt quickly. Teachers are also required to set an example, to *berole model* for students. Teachers do not only provide explanations through words in front of the class, but more importantly teach through attitudes, behaviors and ways of dealing with changes and challenges that are increasingly developing.

3. Performance Evaluation

Performance evaluation in the form of periodic assessment of teacher performance needs to be done to provide feedback and improvements in classroom learning and classroom teaching administration. Performance

evaluation is done as a control for teachers who may still use old methods that may no longer be suitable for the needs and diversity of today's students in order to build a culture of critical and contextual thinking.

4. Motivation and Empowerment

Head SDIT Mutiara Insan Sukoharjo explains how to start becoming a teacher *Life long learner* which is fun, can be done like: 1) Create Learning Objectives, 2) Start Learning From Small Things, 3) Change the Way of Learning to be More Fun, 4) Build a Learning Teacher Ecosystem, 5) Leadership Support.

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