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Workforce Recruitment Strategy in Improving the Performance of Management and Development of Education Foundations Al Karomah Berastagi

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Abstrak

Sumber daya manusia dalam suatu lembaga pendidikan yang meliputi tenaga kependidikan dan kepala sekolah merupakan salah satu unsur penting yang mampu menjadi pengendali dalam suatu lembaga pendidikan. Penelitian ini bertujuan untuk menganalisis dan menentukan strategi perencanaan tenaga kerja dalam pengelolaan dan pengembangan yayasan pendidikan Al Karomah Berastagi. Jenis penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Data yang digunakan dalam penelitian ini adalah data primer dan data sekunder. Teknik pengumpulan data yaitu wawancara, observasi, dan dokumentasi. Analisis SWOT untuk mengidentifikasi dan menganalisis strategi pengembangan yayasan Al Karomah Berastagi, dengan menyusun matriks faktor strategi eksternal, faktor strategi internal, kemudian merumuskan strategi dengan alat yang digunakan untuk menyusun faktor strategi pengembangan dengan matriks SWOT. Hasil penelitian ini memberikan masukan bagi yayasan Al Karomah dalam menyusun dan menentukan strategi perencanaan tenaga kerja melalui analisis kebutuhan dan strategi rekrutmen, pemetaan dan pengembangan keterampilan, rekrutmen yang tepat sasaran, penempatan yang efektif untuk dilaksanakan dalam pengelolaan dan pengembangan mutu pendidikan di Yayasan Al Karomah Berastagi.

Kata Kunci: Manajemen Sumber Daya Manusia; Management Strategi; Pendidikan; Kualitas Pendidikan; Yayasan Al Karomah

Abstract

Human resources in an educational institution that includes educational staff and principals are one of the important elements that are able to become controllers in an educational institution. This study aims to analyze and determine the workforce planning strategy in the management and development of the Al Karomah Berastagi educational foundation. This type of research uses a descriptive method with a qualitative approach. The data used in this study are primary data and secondary data. data collection techniques, namely interviews, observations, and documentation. SWOT analysis to identify and analyze the development strategy of the Al Karomah Berastagi foundation, by compiling a matrix of external and internal strategy factors, then formulating a strategy with the tools used to compile development strategy factors with a SWOT matrix. The results of this study are expected to provide an input for the Al Karomah foundation in compiling and determining workforce planning strategies through analysis of needs and recruitment strategies, mapping and developing skills, targeted recruitment, effective placement to be carried out in the management and development of the quality of education at the Al Karomah Berastagi Foundation.

Keywords: Human Resource Management; Strategic Management; Educators; Quality of Education; Al Karomah Foundation

1. Introduction

Human resources are the backbone of every organization, determining its ability to achieve long-term goals and sustain growth. According to [1] human resource management must begin with recruitment and selection processes that aim to produce

productive and effective employees capable of supporting organizational objectives. Recruitment, therefore, should not merely be an administrative activity but a strategic endeavor aligned with the institution's mission and performance outcomes. Strategic recruitment is a planned and forward-looking process designed to align hiring practices with the organization's strategic goals. Unlike traditional recruitment, which focuses on filling vacancies, strategic recruitment ensures the acquisition of talent that contributes to the company's sustainable growth and competitiveness [2].

In a similar perspective, [3] highlighted that high-performance human resource management practices including structured recruitment foster employees' affective commitment and readiness for change, which ultimately improve performance in dynamic environments. This finding implies that effective recruitment practices are not only essential for filling job positions but also for enhancing institutional adaptability and innovation. According to [4] explores the strategic use of HR analytics, AI in recruitment, and digital platforms in employee development and engagement, highlighting their significance in adapting to the evolving work landscape. Through an in-depth analysis, it becomes evident that the integration of strategic HR planning and cutting-edge technologies is not merely an option but a necessity for organizations aiming to thrive in the competitive global market.

Planning teacher needs is a crucial step in ensuring the smooth running of the learning process in schools. Without careful planning, schools face the risk of teacher shortages at certain times, which can impact the quality of learning. This planning also serves as the basis for principals to determine the number and type of teachers needed according to curriculum developments and the number of students [5]. The Al Karomah Berastagi Education Foundation is a private educational institution that plays a vital role in providing educational services to the community. As demands for quality education grow, the foundation faces various challenges in managing and developing its human resources. One of the main challenges is the recruitment strategy and workforce planning, both in terms of numbers, qualifications, and distribution. The main problem is the lack of a competency-based recruitment system and long-term needs, resulting in a disparity between the institution's needs and the quality of the available workforce.

Recruitment practices (RP) within human resource management (HRM) are essential for addressing challenges and unlocking the full potential of employees, thereby driving organizational performance. [6] This view supports the need for educational institutions such as Yayasan Pendidikan Al Karomah Berastagi to adopt a systematic and strategic approach in hiring competent educators and administrative personnel.

The development of the Al Karomah Foundation was founded based on several factors, especially geographical/environmental factors and also religious and social factors in the Berastagi area. Based on initial observations, researchers found problems related to management and development, especially related to human resources, where the foundation found it difficult to develop the capacity and development of teaching staff to provide assistance to teaching staff/teachers to develop skills such as training and further education. In addition, *the recruitment of* experts who are competent and who already have experience is also an obstacle because the majority of teaching staff are *fresh graduates* who do not have more experience and adjustments to the conditions of students at the Al Karomah Foundation. Not to mention the *turnover rate* of teaching staff such as moving to other schools with higher compensation or changing status to become Civil Servants.

These obstacles are due to environmental and community conditions in the Berastagi area, especially around the Al Karomah Education Foundation, which is mostly families with lower-middle economic categories, so the foundation cannot determine or set higher education costs, for education costs at the MIS/SD Al Karomah level of Rp. 100,000, MTS/SMP Al Karomah Rp. 130,000, and SMK Al Karomah Rp. 180,000. Through this, it becomes an obstacle for the foundation management to be able to continue to develop both in terms of facilities and also the capacity and quality of teaching staff in improving the performance and excellence of the Al Karomah foundation. In addition, limited land and funding are also a problem for the development of school facilities such as adding classrooms for greater capacity, sports fields, large libraries, and also practical laboratories for students, therefore the foundation, especially SMK Al Karomah, has not yet received an Accreditation. The following will present data related to the number of students and teaching staff at the Al Karomah Foundation, as follows:

Table 1. Data on the Number of Students and Teaching Staff at the Al Karomah Education Foundation

Year	Total Students	Total number of educators/teachers	Teacher Turnover	Education Level/Certification	School Achievements
AL KAROMAH MTS/SMP					
2020	188	17 (5 Certifications)	2	S1	-
2021	187	16 (5 Certifications)	2	S1	-
2022	184	17 (5 Certifications)	3	S1	2nd place in KSM IPA, 2nd place in KSM team
2023	210	17 (5 Certifications)	1	S1	2nd place in speech competition at sub-district level, 1st place in marching band competition at sub-district level
2024	218	16 (4 Certifications)	2	S1	1st place in the district level KSM mathematics competition in 2024, General champion of the Sibolangit "PRAMAL" Scouts in 2024
2025	225	17 (5 Certifications)	2	S1	1st place in Scouting LT 3 district level
AL KAROMAH VOCATIONAL SCHOOL					
2020	192	16	1	S1	9 continue to higher education
2021	190	17	1	S1	10 continue to higher education
2022	190	16	2	S1	15 continue to higher education
2023	195	17	2	S1	17 continue to higher education
2024	200	17	1	S1	20 continue to higher education
2025	205	18	1	S1	10 continue to higher education

Based on the data presented in table 1.1 above, it can be seen that there is a Growth Gap in the Number of Students with Educators. The number of students increased significantly, especially in MTs/SMP from 188 (2020) to 225 (2025) but the number of teachers remained stagnant at 16–17 during that period, which has the potential to cause an increase in teacher workload and affect the quality of learning. The teacher turnover rate every year changes 1–2 teachers at both levels (MTs/SMP and SMK). Then there is no increase in teacher qualifications, the majority of educators have a bachelor's degree from 2020–2025 and only 5 teachers have certification which illustrates the problem of minimal teacher capacity development, both in the form of further studies (Master's), training, and certification. This can have an impact on innovation and stagnant teaching quality.

Recruitment and empowerment significantly influence human resource performance. Their study revealed that careful recruitment, based on educational background and skill compatibility, enhances productivity and motivation among employees [7]. Similarly, [8] stated that effective HRM strategies such as competency-based recruitment, continuous training, and performance management are key determinants of employee satisfaction and organizational competitiveness. Moreover, [9] asserted that the recruitment process has a positive and significant impact on employee performance, meaning that well-managed recruitment improves efficiency, reduces turnover, and optimizes productivity. Open recruitment systems supported by technology and standard operating procedures significantly enhance workforce quality and operational effectiveness [10]. Recruitment process conducted in accordance with needs company, then to do gift information related recruitment through websites and social media. The recruitment process is conducted in accordance with specified qualifications, with a number of stages that is through selection administration, selection interviews, and conduct trials, the step final is the decision of reception employees [11].

In the context of the service industry, [12] found that a lack of open recruitment and mismatch between education and job requirements contributed to low employee performance in the hospitality sector. This finding illustrates the importance of aligning recruitment criteria with organizational needs an aspect equally critical in educational institutions. Research by [13], [14], [15] finding that a strength-based recruitment strategy focusing on identifying individual talents can improve organizational performance and employee engagement. Modern recruitment must integrate e-recruitment tools and HR information systems (HRIS) to streamline candidate selection and improve decision-making. In addition, integrating technology in recruitment supports transparency and efficiency, two values essential for public trust in educational organizations [16].

In education, planning teacher needs is a crucial step in ensuring the smooth running of the learning process in schools. Without careful planning, schools face the risk of teacher shortages at certain times, which can impact the quality of learning. This planning also serves as the basis for principals to determine the number and type of teachers needed according to

curriculum developments and student population [5].

2 Literature Review

2.1 Strategic Management

According to Coulter and Robbins in [17], strategic management is a science that contains the systematic preparation of organizational strategic plans, in order to achieve company/organizational goals by paying attention to changes in the internal and external environment of the organization. The strategic management process is an eight-step process that includes planning, implementation, and evaluation of strategy.

2.2 Human Resource Management

Human resource management (HRM) is a series of organizational activities aimed at attracting, developing, and retaining an effective workforce. According to [18], Human Resource Management (HRM) is defined as the planning, procurement, development, maintenance, and utilization of human resources to achieve both individual and organizational goals. According to Hasibuan [19], human resource management is the science and art of managing relationships and roles among employees to effectively and efficiently help achieve the goals of the company, employees, and society.

2.3 Strategic Workforce Planning

Resource planning is the process of planning workforce adjustments to align with company needs and be effective and efficient in helping to achieve goals [19]. According to Kasmir, workforce procurement is an effort to obtain the right number and type of work to meet the organization's needs to achieve predetermined goals. Workforce procurement includes recruitment, selection, and placement [20]. Planning work or personnel is the process of determining positions to be filled within the company, and how to fill them. Personnel planning includes all positions that must be filled in the future, from officers.

According to the stages and processes of Strategic Workforce Planning, it consists of 6 stages, namely as follows [21]:

1. Strategic Direction. Establishing strategic direction for a workforce plan involves understanding the primary mission objectives and future goals set by the organization's leadership and how the workforce needs to be aligned to achieve them.
2. Supply Analysis . Conducting a supply analysis involves understanding the current workforce and how it is projected to change over time, due to attrition and other trends.
3. Demand Analysis . Conducting a demand analysis involves understanding the organization's current and future workforce requirements.
4. Gap Analysis . This stage involves understanding the gap between labor demand and supply and determining the top priority gaps with the greatest impact on organizational performance.
5. Solution Implementation . Appropriate workforce interventions and activities to close identified workforce gaps and enable the organization to achieve its strategic objectives.
6. Progress Monitoring . It is important to regularly monitor the performance of the workforce planning solution you are implementing and its impact on the gaps you are trying to address, and to continuously improve the solution to maximize its effectiveness.

3. Research Methods

Recruitment strategies, mapping and skills development, targeted recruitment and placement using SWOT Analysis to provide an overview, describe and interpret and conclude the state of the research object related to the research theme. The types of data used in this study are primary data and secondary data. Data sources in this study were obtained from the results of Zin-depth interviews, questionnaire results, books and journals related to the research theme. Data collection techniques were carried out by interviews, questionnaires, observation and documentation. The data analysis method used is descriptive analysis that describes internal and external conditions, human resources and the determination and preparation of development strategies with Strategic Workforce Planning, in addition, data analysis was carried out with SWOT Analysis to formulate the right strategy with the following stages:

Table 2. The Strategy Formulation Analytical

STAGE 1: THE INPUT STAGE	
Matrix External Factor Evaluation (Matrix EFE)	Matrix Internal Factor Evaluation (Matrix IFE)
STAGE 2: THE MATCHING STAGE	
Matrix Internal – External (IE Matrix)	Analysis Strengths-Weaknesses- Opportunities-Threats (SWOT)
STAGE 3: THE DECISION STAGE	
Quantitative Strategic Planning Matrix (QSPM)	

4. Results and Analysis

4.1 Internal Conditions of the Foundation

1. Organizational Culture and Workforce Development:

The Al Karomah Foundation has an inclusive organizational culture that encourages educators to contribute to their full potential. However, the foundation's budget constraints hinder regular professional development. Most educators have bachelor's degrees, but only a small number are certified. This presents a challenge in meeting increasingly stringent accreditation standards.

2. Challenges in the Number of Teaching Staff:

There is a gap between the increasing number of students and the stagnant number of teaching staff. This increases the workload of teachers, which can impact the quality of teaching. Nevertheless, foundations need to consider projected teaching staff needs based on the continued growth in student numbers and redesign their teaching staff placement system to more effectively manage the increasing class sizes.

4.2 External Conditions of the Foundation

1. Competition with other educational institutions:

Competition with other educational institutions offering higher salaries and better facilities is indeed a major challenge. This makes it difficult for the Al Karomah Foundation to attract and retain qualified educators. In this regard, the foundation should consider increasing incentives for educators, for example by offering special allowances or awards for high-achieving individuals. Furthermore, developing a clear career program can also be a crucial factor in retaining qualified educators. Fierce competition with other educational institutions also recruiting can reduce the foundation's attractiveness if it lacks a competitive advantage in the recruitment process [22].

2. Educational Technology

Rapid changes in the world of education, particularly in technology, present significant challenges for foundations in adapting their teaching methods. While technology integration is essential for teaching, not all educators are ready to adapt to these changes. Therefore, foundations need to design training programs focused on developing educational technology skills for educators, enabling them to teach using more interactive and relevant methods.

3. Economic and Social Conditions

The main challenge comes from the socio-economic environment surrounding the Foundation, which is predominantly lower-middle income, hindering the Foundation in increasing salaries or funding for facility development. This is in line with research by [23] which states that along with globalization trends and economic challenges, the need to adapt recruitment strategies to market and technological changes is becoming important.

4.3 The Impact of Accreditation on Workforce Needs

1. Qualifications and Certification:

The increasingly stringent accreditation process requires the foundation to have more certified and highly qualified educators. Currently, only 5 out of 17 teachers are certified, which is clearly insufficient to meet the established accreditation standards. This indicates the need for strategic planning in recruiting educators who comply with accreditation standards. The

foundation should introduce a more stringent selection policy, emphasizing qualifications and certification as part of the requirements for educator positions. One key aspect of effective workforce planning is targeted recruitment. This enables organizations to find and recruit workers with the right skills and qualifications. As noted in research by [24], it is crucial for companies or organizations to utilize a variety of efficient recruitment methods to reach candidates who best meet their needs.

2. Need for Sustainable Development:

To meet higher accreditation standards, foundations must also prioritize the ongoing development of their teaching staff. Training and certification programs need to be conducted on an ongoing basis to ensure educators can continually update their competencies in line with developments in the curriculum and educational technology. If these development programs are not conducted regularly, the foundation will struggle to maintain teaching quality and meet accreditation standards. Along with recruitment strategies, human resource development is also crucial to ensuring the sustainability and quality of education at the Al Karomah Foundation. Research by [25] on human resource development management in Islamic educational foundations shows that training and ongoing education are crucial for enhancing the capacity of educators and supporting the development of teaching quality.

4.4 Training and Development

Current training is poorly structured and only conducted intermittently. This results in a lack of optimal development of teaching staff skills. The foundation needs to design a more structured and sustainable training program, focusing on educational technology skills, classroom management, and innovative pedagogy. This program can be implemented through collaborations with other educational institutions or external training providers that can help improve the quality of teaching staff. Along with recruitment strategies, human resource development is also crucial to ensuring the sustainability and quality of education at the Al Karomah Foundation. Structured human resource management, including recruitment, development, and performance evaluation processes, can improve the quality of educational institutions. This demonstrates that a sound human resource management strategy will support organizational success [26].

4.5 Monitor, Evaluate, and Revise

Monitoring, evaluation, and revision are crucial processes in human resource management, particularly in the context of managing teaching staff at the Al Karomah Foundation. Based on these findings, to improve the effectiveness of its workforce management program, the foundation needs to monitor and evaluate all aspects of teaching staff performance and adapt existing strategies and policies to evolving needs.

1. Monitoring of Teacher Performance

Monitoring newly recruited teaching staff is crucial to ensure they can contribute optimally to the foundation's management and development. Some necessary monitoring steps include: evaluating teaching quality, assessing the suitability of qualifications to the foundation's needs, and monitoring adaptability to educational technology.

2. Recruitment Process Evaluation

An evaluation of the teacher recruitment process at the Al Karomah Foundation is necessary to determine whether the implemented recruitment strategy has been effective in attracting qualified candidates. Possible evaluation steps include analyzing the quality of the selection process, analyzing teacher turnover rates, and evaluating teacher retention.

3. Evaluation of External Challenges

An evaluation of external challenges, such as competition with other educational institutions and government regulations regarding accreditation, is also necessary. This will help the foundation formulate a more effective recruitment strategy. Some steps that need to be taken include evaluating competition with other educational institutions and monitoring regulatory changes.

According to [27] recommends that implement structured selection methodologies, expand external recruitment strategies, and utilize digital recruitment technologies to increase the effectiveness of recruitment process. Similarly with research by [28] findings that the use of technology in recruitment, such as online platforms and social media, has enhanced efficiency and candidate reach. These findings highlight the significance of adaptive and innovative recruitment strategies in supporting the company's growth.

Finally, all these perspectives converge with the argument of [8] and [29], that the effectiveness of HR strategies depends on the alignment between recruitment processes and organizational culture. For Yayasan Pendidikan Al Karomah Berastagi, strategic and technology-driven recruitment will ensure that its management and teaching personnel not only meet competency

standards but also embody the values and vision of the foundation. Thus, a well-designed recruitment strategy becomes the foundation for institutional development and educational excellence.

4.6 SWOT Analysis of Al Karomah Foundation

1. Internal Factors

a. Strengths

1. Inclusive Organizational Culture: Al Karomah Foundation has a work culture that supports inclusivity and collaboration among educators.
2. Commitment to Quality Education: The Al Karomah Foundation focuses on providing quality education with programs based on Islam and general knowledge.
3. Experience in Islamic Education: As an educational institution that has been established since 1995, the Al Karomah Foundation has sufficient experience in managing Islamic-based education.
4. Cheaper education costs and able to compete with other schools or foundations around the Al Karomah Foundation.

b. Weaknesses

1. Budgetary Constraints: Limited budgets hinder the foundation's ability to provide regular training or professional development for educators.
2. Stagnant Teaching Staff: Despite the increasing number of students, the number of teaching staff at the Al Karomah Foundation remains stagnant.
3. Lack of Teacher Certification: Most educators only have a bachelor's degree, with only a few certified. This limits the foundation's ability to meet higher accreditation standards.
4. High Turnover Rate: The relatively high turnover of teaching staff (1-3 teachers per year) indicates that the foundation is struggling to retain qualified teaching staff.

2. External Factors

a. Opportunities

1. Increasing Demand for Quality Education: With increasing public awareness of the importance of quality education, foundations can capitalize on this opportunity to attract more students and qualified teaching staff.
2. Educational Technology Development: The ever-evolving trend in educational technology provides opportunities for foundations to integrate technology into teaching, which can improve the quality of education and attract educators who are experts in the field of educational technology.
3. Government Support: The government often provides incentives and training programs for teachers, which foundations can use to improve the quality of their teaching staff.
4. Engagement with Other Educational Institutions: Collaboration with other educational institutions or universities can provide opportunities to improve the quality of education, provide training, and offer certification programs for educators.

b. Threats

1. Competition with Other Educational Institutions: Competition with other educational institutions that offer higher salaries and better facilities is a major threat to the Al Karomah Foundation in recruiting and retaining quality teaching staff.
2. Changes in Education Regulations: Stricter changes in education regulations from the government may impact workforce planning and the requirements that foundations must meet, particularly regarding the qualifications and certification of teaching staff.
3. Economic and Social Changes in the Region: Social and economic factors in the lower-middle class Berastagi area affect the foundation's ability to offer higher education costs or improve the welfare of teaching staff.
4. Rapid Technological Developments: The rapid development of educational technology can be a challenge for educators who cannot adapt to these changes, which can affect the quality of teaching and the competitiveness of the foundation.

3. Strategy Formulation Stages

a. Stage 1: The Input Stage

- 1) . Internal Factor Evaluation (IFE) strengths and weaknesses :

Table 3. Internal Factor Evaluation Matrix (IFE)

No	Internal Factors	Total Score	Weight	Rating	Weight*Rating
1	Inclusive Organizational Culture (Strength)	14	0.12	3.50	0.42
2	Commitment to Quality Education (Strength)	16	0.14	4.00	0.55
3	Experience in Islamic Education (Strengths)	16	0.14	4.00	0.55
4	Cheaper education costs and able to compete with schools (Strength)	15	0.13	3.75	0.48
5	Budget Constraints (Weakness)	16	0.14	4.00	0.55
6	Stagnant Number of Teaching Staff (Weakness)	14	0.12	3.50	0.42
7	Lack of Teacher Certification (Weakness)	13	0.11	3.25	0.36
8	High Turnover Rate (Weakness)	13	0.11	3.25	0.36
	Total	117	1.00		3.68

Through table 3 above, it can be seen that the s score is 3.72 which indicates that Al Karomah Foundation has strong internal strengths and is able to reduce the level of existing weaknesses, although there are still weaknesses that need to be addressed and strategies provided to overcome these problems.

2) Evaluation of Internal Factors (EFE) opportunities and threats.

Table 4. External Factor Evaluation Matrix (E FE)

No	External Factors	Total Score	Weight	Rating	Weight*Rating
1	Increasing Demand for Quality Education (Opportunity)	14	0.12	3.50	0.42
2	Educational Technology Development (Opportunities)	14	0.12	3.50	0.42
3	Government Support (Opportunity)	16	0.14	4.00	0.54
4	Involvement and collaboration with other educational institutions (Opportunities)	16	0.14	4.00	0.54
5	Competition with Other Educational Foundations (Threat)	14	0.12	3.50	0.42
6	Changes to Education Regulations (Threat)	16	0.14	4.00	0.54
7	Economic and Social Changes in the Region (Threat)	14	0.12	3.50	0.42
8	Rapid Technological Development (Threat)	14	0.12	3.50	0.42
	Total	118	1.00		3.70

Through table 4 above, it can be seen that the score is 3.70 which indicates that Al Karomah Foundation is able to respond to opportunities optimally and respond to external threats with caution.

4. Stage 2: The Matching Stage

a. IE Matrix

The IE Matrix is the process of combining the two total score values obtained from the IFE matrix and also the EFE matrix. On the X axis (the top of the IE matrix) the total IFE score can be filled or positioned and on the Y axis (the side of the IE matrix) the EFE score can be filled or positioned which will later be combined into the IE Matrix. Based on the analysis of the data obtained, the total score for the IFE Matrix and the EFE Matrix can be calculated, namely the Total I FE score: 3.68 and the Total E FE score: 3.70 For the IE Matrix, the total score from the EFE Matrix on the X axis and the total score from the IFE Matrix on the Y axis, then determine the position of the company:

Table 5. IE Matrix

Total IFE Score			Total Skor EFE
Strong (3.0-4.0)	Moderate (2.0-2.99)	Weak (1.0-1.99)	
I	II	III	
IV	V	VI	
VII	VIII	IX	
			High (3.0-4.00)
			Moderate (2.0-2.99)
			Weak (1.0-1.99)

Based on the position description above, the company's position is in Quadrant I (Grow and Build). For companies in this position, the recommended strategies include intensive strategies, such as market penetration, market expansion, and product development, as well as integrative strategies, such as backward integration, forward integration, and horizontal integration, because the total EFE score (3.70) and the total IFE score (3.68) are both greater than 3.0. This indicates that the company is in a strong position to expand or grow.

b. SWOT Alternative Strategy (SO, WO, ST, WT)

The following will present internal and external factors based on SWOT analysis which can be used to compile a SWOT matrix. Through the factors above, alternative strategy formulations can be compiled consisting of four main categories: Strengths-Opportunities (SO), Weaknesses-Opportunities (WO), Strengths-Threats (ST), and Weaknesses-Threats (WT), which can be seen in the SWOT Matrix table as follows:

Table 6. SWOT Matrix

SWOT Matrix	Strengths	Weaknesses
	<ol style="list-style-type: none"> Inclusive Organizational Culture Commitment to Quality Education Experience in Islamic Education Cheaper education costs and able to compete with schools 	<ol style="list-style-type: none"> Budget Constraints Stagnant Number of Teaching Staff Lack of Teacher Certification High Turnover Rate
<p>Opportunities</p> <ol style="list-style-type: none"> Increasing Demand for Quality Education Development of Educational Technology Support from the Government Involvement and collaboration with other educational institutions 	<p>SO Strategy</p> <ol style="list-style-type: none"> Developing an integrated digital learning system based on Islamic values to address the growing demand for quality education. (S2,S3-O1,02) Offering competitive educational programs by leveraging government support and collaboration with other educational institutions. (S1, S4-03, 04) 	<p>WO Strategy</p> <ol style="list-style-type: none"> Applying for government educational assistance and grants to cover budget constraints and improve learning facilities. (O3,O2-W1) Conducting teacher training and certification through collaboration with other educational institutions to improve the quality of teaching staff (O4-W2, W3)
<p>Threats</p> <ol style="list-style-type: none"> Competition with Other Educational Foundations Changes to Education Regulations Economic and Social Changes in the Region Rapid Technological Development 	<p>ST Strategy</p> <ol style="list-style-type: none"> Strengthening the character and uniqueness of the institution through experience in Islamic education, inclusive culture at affordable costs as a competitive edge against other foundations and preparation for economic change in the Al Karomah foundation area (S1, S3, S4-T1, T3) Adapting the curriculum and teaching methods to technological developments and adapting to regulatory changes without compromising on commitment to quality education. (S2-A2, A4) 	<p>WT Strategy</p> <ol style="list-style-type: none"> Avoiding technological lag by focusing on basic technology training for teachers and staff in stages to address the lack of certification and changes in technology and regulations. (W2, W3-T2, T3) Carrying out operational efficiency and targeted budget allocation to remain competitive amidst economic and regulatory pressures (W1-A2, A3)

5. Stage 3: The Decision Stage with the QSPM Matrix (Quantitative Strategic Planning Matrix)

The following table will present the Quantitative Strategic Planning Matrix (QSPM), by filling in the attractiveness score based on the factors that have been identified and calculating the total attractiveness score.

Table 7. Quantitative Strategic Planning Matrix (QSPM)

No	Alternative Strategy	Total Bags	Ranking
1	Offering competitive educational programs by leveraging government support and collaboration with other educational institutions. (S1, S4-O3, O4)	6.66	2
2	Applying for government educational assistance and grants to cover budget constraints and improve learning facilities. (O3, O2-W1)	6.76	1
3	Strengthening the character and uniqueness of the institution through experience in Islamic education, inclusive culture at affordable costs as a competitive edge against other foundations and preparation for economic change in the Al Karomah Foundation area (S1, S3, S4-T1, T3)	6.52	4
4	Avoiding technological lag by focusing on basic technology training for teachers and staff in stages to address the lack of certification and changes in technology and regulations. (W2, W3-T2, T3)	6.57	3

Through the Quantitative Strategic Planning Matrix (QSPM), a ranking of four alternative strategies was obtained based on the total value of the Total Attractiveness Score (TAS). The strategy with the highest score is strategy number 2, namely "Applying for educational assistance and grants from the government to cover budget constraints and improve learning facilities", which obtained a TAS score of 6.76 and was ranked first. This strategy utilizes external opportunities (O3, O2) and addresses internal weaknesses (W1), so it is considered the most effective and a priority to be implemented. Furthermore, the strategy in second place is strategy number 1 with a score of 6.66, namely "Offering educational programs at competitive costs by utilizing government support and collaboration with other educational institutions". This strategy combines internal strengths (S1, S4) with external opportunities (O3, O4) to increase the attractiveness and accessibility of educational institutions.

5. Managerial Implications

Based on the research findings, there are several important managerial implications that need to be considered and can be implemented by the management of the Al Karomah Berastagi Foundation, namely as follows:

1. Implementing needs and competency-based recruitment must be a top priority.
2. Management needs to develop a structured human resource development strategy, including regular training, internal coaching, and support for teacher certification.
3. Active collaboration with other educational institutions and the government is needed to obtain funding assistance, access to training, and strategic support in human resource development.
4. Workforce retention strategies need to be better designed.
5. The use of technology in recruitment, HR management, and learning processes needs to be enhanced.

6. Conclusion

Based on the results of research and discussion regarding the recruitment strategy for improving the management and development performance of the Al Karomah Berastagi Foundation, it can be concluded that the main problems in human resource management at the Al Karomah Foundation lie in budget limitations, a stagnant number of teaching staff, minimal certification, and high turnover. This is exacerbated by external conditions such as competition with other foundations, changes in educational technology, and the economic limitations of the surrounding community. Furthermore, the foundation's recruitment strategy remains ineffective, as it is not based on competencies and long-term needs projections. The recruitment process tends to be unstructured and is not supported by an adequate training and retention system. The results of the SWOT analysis indicate that the Foundation has strengths in its inclusive organizational culture and commitment to affordable Islamic education, but it must be able to utilize opportunities such as collaboration with other educational institutions and government support to overcome internal weaknesses.

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