

## EDUCATIONAL TRANSFORMATION THROUGH RESOURCE MANAGEMENT STRATEGIES: PERSPECTIVES AT TELKOM VOCATIONAL SCHOOL IN BANJARBARU

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### ARTICLE HISTORY

**Received** : 30-10-2025

**Revised** : 15-11-2025

**Accepted** : 15-12-2025

### KEYWORDS

Resource management, educational transformation, vocational high schools, industry partnerships, human resource development

### ABSTRACT

This study aims to describe resource management strategies (human, financial, infrastructure, and technology) in supporting educational transformation at SMK Telkom Banjarbaru as a technology-based vocational school. A descriptive qualitative approach was applied with data collection through semi-structured interviews, participatory observation, and document studies of the principal, teachers, facility managers, and industry partners. Data analysis followed Miles and Huberman's interactive model with triangulation of sources and methods to ensure validity. The results show that SMK Telkom Banjarbaru implements annual industry needs analysis, intensive training for technical and non-technical human resources, laboratory facility upgrades, and industry partnerships for internship programs. Supporting factors include a commitment to contextual analysis and cross-sector collaboration, while the main obstacles include delays in implementation, unscheduled facility maintenance, limited industry partners, and infrequent soft skills training. The novelty of this research lies in its contextual focus on technology vocational schools with integrated industry partnerships, alignment of workplace competencies, and productive facility management. Practical recommendations include strengthening budget maintenance mechanisms, KPI monitoring systems, expanding partnerships, and regular soft skills training programs. Thus, resource management can be a catalyst for sustainable educational transformation, producing competent and work-ready graduates.

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### INTRODUCTION

Vocational education today faces increasingly complex demands regarding the readiness of graduates to enter the dynamic world of work. Many vocational high schools have not optimally utilized their resources, such as qualified teachers, productive facilities, and industry partnerships (Muliati, Sihotang, Octaviany, & Darwin, 2022). This

situation raises a strategic question: how can schools manage resources effectively to support relevant and quality educational transformation? Resource management in schools, including human, financial, physical, and technological resources, is an important element in ensuring that the learning process and student competencies meet the expected standards (Subagio, 2024). As a vocational institution, SMK Telkom Banjarbaru faces resource challenges with rapidly changing industry and technology needs. Therefore, focusing on resource management is the first step in sustainable educational transformation.

The importance of resource management in schools lies not only in the availability of administrative components. Good management encourages the efficient and effective use of resources, thereby supporting the educational process in an optimal manner. For example, research conducted by Hasyimi and Zubaidah (2023) shows that integrated educational resource management can improve school quality through cross-sector collaboration strategies and a supportive organizational culture. In addition, research by Morel (2025) emphasizes that how resources are allocated and used, from teachers, funds, technology, to facilities, has a direct impact on student learning outcomes and a conducive learning environment. Thus, schools that are able to manage resources systematically will be better prepared to face external and internal changes. SMK Telkom Banjarbaru, as a vocational school, has a great opportunity to implement specific and contextual resource management strategies.

The relationship between resource management and education quality has been extensively studied in the literature. For example, a study by Muliati *et al.* (2022) found that the effectiveness of school resource management has an impact on the school's ability to increase the added value of input factors into quality outputs. Similarly, research by Azizah & Ulfiyah (2024) shows a positive correlation between educational administration management and school operational efficiency and improved student achievement. With this argument, it can be said that resource management is not only a technical function but also a strategy for educational quality. At SMK Telkom Banjarbaru, a systematic approach to resource management can bridge the gap between the school's vision and the realities of the workplace. Therefore, this article aims to describe how resource management strategies can support educational transformation in the school.

Previous research, namely research by Hasyimi and Zubaidah (2023), focused on the concept of educational resource management and its influence on school quality in Indonesia. The second study, by Muliati *et al.* (2022), examined school-based resource management (SBM) and its relationship with overall education quality in secondary schools. The third study, by Handayani, Setiyono, Dewi & Nurkolis (2024), explains educational financing management in vocational schools and its influence on the quality of education in a district in Central Java. These three studies provide empirical evidence that resource management is an important factor in improving education quality. However, these studies are still relatively general and lack focus on the specific context of vocational schools with industrial characteristics such as SMK Telkom Banjarbaru. Thus, this study offers a more contextual perspective and focuses on resource management strategies in technology and industry-based vocational schools.

This study adds specific strategic elements for vocational schools, including aspects of industry partnerships, technological productive facility management, and resource management with the competency requirements of the world of work. Furthermore, this study will explore how resource management can be contextualized within the framework of educational transformation at SMK Telkom Banjarbaru, which has its own characteristics as a technology-based institution. Thus, this study is expected to provide practical contributions to school management and vocational institution policy makers. However, in this background, the discussion of novelty is only presented in outline form, while an in-depth analysis will be carried out in the next chapter. This novelty shows that the research not only reviews resource management in general but also relates it to educational transformation and the specific needs of vocational schools. Thus, this article can provide new insights for the development of vocational school resource management in Indonesia.

It is crucial for SMK Telkom Banjarbaru to strengthen its resource management strategy as an integral part of educational transformation. The school needs to develop a clear strategic plan for managing human resources, finances, infrastructure, and technology in line with its vision and industry needs. In addition, the collection and

analysis of resource data and the evaluation of usage are key aspects to ensure that management is proactive and sustainable rather than reactive. The involvement of all stakeholders, including the principal, teachers, educational staff, industry partners, and students, will provide a strong foundation for the implementation of resource management strategies. Thus, educational transformation at SMK Telkom Banjarbaru will not only be a slogan, but a sustainable and measurable practice. This article aims to explain these resource management strategies in order to support educational transformation at this school.

## METHOD

This study uses a descriptive qualitative approach to describe in depth the resource management strategies that support educational transformation at SMK Telkom Banjarbaru. This approach was chosen because it allows researchers to understand resource management practices in a contextual and dynamic manner in accordance with school conditions. The research subjects included the principal, teachers, educational staff, and industry partners involved in the implementation of school programs. Data were collected through semi-structured interviews, participatory observation, and document studies such as school work plans, internal evaluation reports, and committee meeting minutes. The main focus of data collection was on human resource, financial, infrastructure, and technology management strategies in supporting education quality and curriculum relevance.

Data analysis was conducted using Miles and Huberman's interactive model, which includes data reduction, data presentation, and conclusion drawing/verification. Each piece of data was analyzed thematically to identify patterns in resource management strategies and their relationship to educational transformation. Data validity was ensured through triangulation of sources and methods, so that the information obtained was valid and accountable. The research procedure was carried out systematically, starting from planning, data collection, analysis, to reporting the results in accordance with research ethics principles. With this method, the research was able to provide a factual, in-depth, and contextual description of resource management at SMK Telkom Banjarbaru.

## RESULT AND DISCUSSIONS

This study aims to describe how SMK Telkom Banjarbaru vocational school implements human resource, financial, and facility management strategies to transform education and improve graduate quality. The focus is on how resource management supports learning transformation, student competency strengthening, and adaptation to industry needs. The research approach is qualitative, involving brief interviews with teachers, program heads, and facility managers, as well as analysis of school documents. The results of this study are presented in the form of interview summary tables and then discussed analytically in relation to the latest literature on educational resource management. This research is expected to provide practical recommendations for vocational schools to strengthen internal management as part of educational transformation. Thus, SMK Telkom Banjarbaru and stakeholders can identify opportunities and obstacles in this strategy. The following is a summary table of the interview results with stakeholders.

**Table 1. Summary of Interview Results with Stakeholders**

Respondents	Position	Key Statements	Human Resource Management Strategy Indicators	Notes/Obstacles
<b>Principal</b>	Principal of Telkom Vocational School Banjarbaru	"We conduct an annual analysis of industry needs to determine teacher facilities and competencies."	Needs analysis, facility allocation	Analysis and implementation times are sometimes slow

<b>Vocational Program Teacher</b>	ICT & Networking Teacher	“Intensive training for teachers and students continues to be conducted so that technical skills keep pace with technological developments”	Training & human resource development	Some teachers still struggle to keep up with the pace of change
<b>Facilities Manager</b>	Facilities & Infrastructure Manager	“Our lab facilities have been upgraded, but budgeting and maintenance remain challenges.”	Facility and budget management	Routine maintenance is not yet fully scheduled
<b>Industry Coordinator</b>	Industry Partnerships	“We partner with industry for student internships, but coordination of schedules and student readiness needs to be improved.”	Partnerships and student allocation for internship programs	The number of partner industries is still limited
<b>English Teacher</b>	Language Teacher	“Non-technical human resources, including language and soft skills teachers, must be improved so that students are ready for work.”	Development of non-technical human resources and soft skills	Specialized soft skills training is still rare

The human resource management strategy at SMK Telkom Banjarbaru shows that the school conducts periodic industry needs analyses that are in line with literature emphasizing the importance of HR planning based on contextual needs and technological developments (Fati'ah & Siagian, 2024). This reflects that strategic HR management is not just routine administration but part of the vision for educational transformation. However, obstacles such as interdepartmental synergy and teacher competency maintenance present challenges similar to those found in studies of HR management in educational institutions (Nasution & Purnama, 2025). Thus, even though the strategy has been formulated, its implementation requires internal reinforcement in order to create real change. Schools need to ensure that the training provided is sustainable and pays attention to evaluating results to follow a cycle of continuous improvement. This is important so that human resources are not only technically ready but also ready to face rapid changes in the world of vocational work.

The development of facilities and budget management in this school is part of a physical resource allocation strategy that supports learning transformation (Septian, Suriansyah & Purwanti, 2025). Research shows that educational resource management includes facilities, technology, and budget as integral aspects of making education responsive to change (Rahman, Herman, Asriadi, & Mardi, 2025). At SMK Telkom Banjarbaru, lab upgrades and industry partnerships demonstrate this commitment, but facility maintenance and budget consistency remain obstacles. Budget constraints and routine maintenance can hinder the effectiveness of facilities as learning support (Meilinda & Saputra, 2025). Therefore, schools need to design systematic maintenance mechanisms and adequate budgeting so that facility investments do not quickly become obsolete. With facilities that are always up-to-date and functioning optimally, educational transformation will be more likely to produce competent and work-ready graduates.

The partnership with industry at SMK Telkom Banjarbaru is a concrete example of how external resource management can be a strategy for educational transformation. Suriansyah (2023) states that human resource-based educational transformation requires collaboration between educational institutions and the world of work to produce relevant competencies. Industry partnerships enable students to gain internship experience and real competencies needed by the job market, but student readiness remains an obstacle. Ardhana *et al.* (2025); Raihan *et al.*, (2025) state that many graduates are not optimally absorbed into the workforce because their skills are not in line with technological developments and market demands. Schools need to strengthen the role of industry coordinators and



ensure student readiness and fulfillment of partner industry requirements. Internship scheduling, internship assessment, and follow-up on student competencies need to be carried out regularly as part of school resource management (Prihanto *et al.*, 2024). In this way, efforts to improve the quality of education through collaboration with external parties such as industry or other institutions will be more focused, effective, and provide tangible results for student development. Synergy between schools and the business world can facilitate students in gaining practical experience that is relevant to the world of work (Karsikah *et al.*, 2025).

The development of soft skills or non-technical skills for teachers and students at this school shows that human resource management does not only focus on technical skills, but also on personal and social skills that help them adapt. According to Avivah and Rindaningsih (2024), good human resource development in education must include competency-based training, the use of technology in learning, and learning activities that encourage cooperation between individuals. SMK Telkom Banjarbaru has begun to focus on language teachers and students' soft skills, but the frequency of training is still limited. Without developing these non-technical aspects, graduates may have technical competencies but be less prepared to face a work environment that demands communication, teamwork, and adaptation. Therefore, schools should have soft skills development programs that are conducted regularly and systematically, and assess the results of each training session. This step will help bring about more comprehensive and balanced educational change, covering the development of students' knowledge, skills, and character.

Evaluation and monitoring of resource management strategies in schools are crucial to ensure that changes in education are truly realized. In line with the opinion of Taufiqurrohmah *et al.* (2024), the success of industry partnerships lies not only in the provision of internships, but also in a sustainable joint evaluation mechanism. According to Putri, Kusaeri & Rusdiah (2024), the application of strategic management in education must be accompanied by performance assessments, monitoring of resource use, and continuous improvements so that the programs implemented do not stop at the implementation stage. At SMK Telkom Banjarbaru, efforts have been made to record and monitor various school activities. However, this process has not been carried out regularly and comprehensively, especially for all aspects such as human resource management, school facilities, and cooperation with partners. If evaluations are not carried out regularly and routinely, the school's strategy may only be half-hearted and will not result in significant and comprehensive changes. Therefore, schools need to have clear measures of success or key performance indicators (KPIs) in managing resources and then report them periodically. With good monitoring, efforts to change education through resource management will be more focused, measurable, and able to continue to develop (Nasir *et al.*, 2023).

Overall, the resource management strategy at SMK Telkom Banjarbaru shows strong potential to support educational transformation, but there are still operational challenges that need to be overcome. The school's strengths lie in its commitment to analyzing industry needs, partnerships, supportive facilities, and attention to soft skills. However, obstacles such as facility maintenance, student readiness, limited soft skills training, and suboptimal monitoring are transformative barriers. Based on the literature, educational transformation through strategic resource management requires a holistic and collaborative approach (Elyus *et al.*, 2025; Fitri & Jamilus, 2023). Practical recommendations for schools include strengthening maintenance mechanisms and budgets, developing a KPI monitoring system, expanding industry partnerships, and regularly conducting soft skills training. Thus, SMK Telkom Banjarbaru can accelerate educational transformation and produce graduates who are more competent and relevant to industry needs.

## CONCLUSION

Telkom Vocational School in Banjarbaru has implemented various resource management strategies to support educational transformation, including industry needs analysis, technical and non-technical human resource development, facility management, and industry partnerships. However, there are several aspects that still need to be strengthened, such as facility maintenance, more regular soft skills training, student readiness for internships, and systematic strategy monitoring. If these strategies are strengthened and implemented sustainably, educational

transformation at this school will be more effective and produce competent graduates who are ready for work. The school and stakeholders are advised to strengthen overall resource management as part of future educational transformation.

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