

## RESOURCE MANAGEMENT STRATEGIES TO IMPROVE EDUCATION QUALITY IN PRIMARY SCHOOLS

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### Abstract

Effective resource management strategies are key to improving the quality of education in primary schools. Continuous development of teachers' capacity through training programs in line with curriculum needs and the use of the latest educational technology play a vital role in enriching students' learning experience. Improved school infrastructure such as conducive classrooms, updated laboratories and well-stocked libraries support more efficient and interactive teaching and learning. Collaboration with parents and the school site community is equally important, through mobilizing additional support and resources, which in turn, improves student motivation and learning outcomes. The research method used in this study is the literature research method. The results show that continuous professional development for teachers is a dominant factor in improving the quality of learning. Effective programs include customized training that is integrated with current educational needs and objectives. Adequate educational infrastructure and access to educational technology also play an important role in creating an efficient learning environment and encouraging students to perform better academically. Finally, parental and community involvement was found to be a key aspect in enhancing students' learning motivation and sustaining the school's efforts in providing educational resources. It also strengthens the school's relationship with external stakeholders and helps in the mobilization of additional resources.

**Keywords:** Strategy, Resource Management, Education Quality, Primary School.

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## Introduction

Education is one of the most important aspects in the formation of quality human resources (Sitopu et al., 2024); (Guna et al., 2024). Primary school, as the initial stage in the formal education system, plays a crucial role in laying the foundation of students' knowledge, skills and moral values. It is at this point that children are first introduced to the world of education systematically, which will greatly affect their interest in learning, character development, and academic achievement in the future (Hairiyanto et al., 2024); (Fiteriadi et al., 2024).

Improving the quality of education in primary schools is urgent because this period is a critical stage in the formation of children's cognitive, emotional and social foundations. Primary school instills important concepts that students will use throughout their lives, such as reading, writing and arithmetic, while building the foundation for more complex knowledge in the future (Kaiseroglou & Sfakianaki, 2020). If the quality of education at this stage is inadequate, students may experience difficulties in further learning, which will affect their academic performance and ability to compete in the global job market (Beyonyi, 2022). Therefore, strategic interventions in educational resource management at this level not only affect student learning outcomes but also ultimately contribute to the empowerment of a nation's human capital and economic development.

However, in reality, primary schools in various regions face a variety of challenges related to the quality of education. Some of these include the lack of educational resources, such as qualified teaching staff, adequate infrastructure, relevant and adaptive curriculum, and modern learning technology (Mabagala, 2023). These challenges are compounded by the large variability between schools in urban and rural areas, as well as significant differences in accessibility to educational resources (Khasanah et al., 2023).

One crucial aspect that determines the success of primary school education is the effectiveness of resource management. Good resource management relates to how teacher allocation, fund utilization, infrastructure and learning technology can be optimized to support the achievement of educational excellence (Srikul, 2020). However, the reality on the ground shows that many schools, especially in disadvantaged areas, struggle to manage these limited resources effectively. This has a direct impact on the quality of education that can be offered to students (Kartikasari et al., 2020).

This gap indicates an urgent need to develop and implement effective resource management strategies in primary schools. Such strategies should not only include managing existing resources more efficiently but also finding innovative solutions to overcome resource limitations (Wanjala, 2021).

Resource management plays an important role in improving the quality of education as it involves allocating and optimizing the use of limited resources, such as

teaching staff, learning equipment, infrastructure and budget, to achieve maximum learning outcomes (Alhameli & Upadhyay, 2023). An effective resource management system ensures that every aspect of education, from the curriculum, teaching methods, to the learning environment, is strategically designed and implemented to support student learning needs. This not only improves students' academic performance but also prepares them with the necessary skills and knowledge to succeed in the future. Thus, good resource management is key in creating an inclusive, adaptive and sustainable education system capable of producing quality and innovative human resources (Tubagus et al., 2023).

In addition, there is a lack of research that investigates in depth resource management strategies in primary schools, particularly those that integrate aspects such as teaching staff, learning technology, infrastructure and financing. The majority of existing literature tends to focus on high school or higher education contexts, whereas research focusing on primary education is often limited to specific aspects of resourcing, rather than being comprehensive (Aslan & Shiong, 2023); (Kellner, 2020).

Against this backdrop, the urgency to conduct research on effective resource management strategies for primary schools is critical. The aim is to develop new approaches that can not only improve the effective use of existing resources but also find ways to overcome the constraints faced. This is expected to make an important contribution to improving the quality of primary school education, which in turn will have an impact on the formation of a better quality young generation.

## **Research Methods**

The study conducted in this research is the literature research method. The literature research method is an approach used to collect, analyze, and interpret data from existing sources, such as books, scientific journals, articles, and other documents relevant to the research topic (Sio et al., 2024). This research is usually conducted to gain a deeper understanding of a topic, determine whether the topic has been sufficiently studied by other researchers, and to identify gaps in the existing literature (Nguyen et al., 2024). Stages in the literature research method include searching for relevant keywords, selecting literature, and synthesizing and analyzing findings from the literature that has been found. The success of this method relies heavily on the researcher's ability to conduct an extensive and systematic search, as well as in-depth critique and analysis of the data collected (Kim & Jun, 2024).

## **Results and Discussion**

### **Quality of Education**

The quality of education in primary schools can be defined as the level of success of an education system in providing effective teaching and learning to students, with the aim of developing their cognitive, emotional and social abilities (Griggs, 2021). This

definition covers various aspects, including the availability and quality of teaching staff, learning materials that are relevant to students' needs and the times, educational infrastructure and a conducive learning environment. The quality of education is not only measured by the end result in the form of students' academic achievement but also by the learning process that encourages students' active participation, creativity and critical thinking (Akudo, 2020).

Indicators of education quality in primary schools include several main dimensions, namely inputs, processes and outputs. Inputs relate to the resources required for the learning process, such as teachers' qualifications and competencies, the availability of adequate learning materials and the physical facilities of the school. Processes relate to how learning is organized and carried out, including teaching methodologies, the use of technology in learning, and the school climate and culture that support teaching and learning (Simarmata, 2024). Output, on the other hand, focuses on learning outcomes, which not only measure academic achievement through test scores and report cards, but also the development of students' non-academic skills, such as cooperation, empathy and leadership (Ravet & Mtika, 2021).

Measuring education quality through these indicators requires a holistic approach that not only assesses short-term outcomes, but also considers how schools provide students with a strong foundation for lifelong learning and readiness for future challenges. This implies the application of diverse evaluation methods, including formative and summative assessments, feedback from students and parents, and teacher performance assessments, all of which contribute to a broader and deeper understanding of the quality of education in primary schools (William & Ligembe, 2022).

Furthermore, to ensure the sustainable quality of education in primary schools, collaboration between the various parties involved, including the government, educational institutions, teachers, students, parents and communities, is essential. This collaborative approach ensures that efforts to improve the quality of education do not only focus on improving learning materials and methods, but also include improving the learning environment and building students' character (Revelian & Tibategeza, 2022). A commitment to research and development in education is also crucial to find innovations that can solve existing challenges and respond to future learning needs (Nurdiana et al., 2023).

The application of technology in education, for example, offers opportunities to make learning more interactive and engaging for students. However, this must be done in a way that considers accessibility and equity, so that all students can benefit from educational innovations, regardless of their background. Effective and adaptive education policies are also needed to support educational transformation aimed at improving quality (Muharrom et al., 2023).

In conclusion, the quality of education in primary schools is an important foundation that supports students' all-round growth and development, not only in

academic aspects, but also in social, emotional and moral abilities. Measuring and improving the quality of education requires a multifaceted and sustainable approach, involving improved resources, learning methodologies and participation from all stakeholders. Success in primary school education will determine students' readiness to continue their educational journey and their contribution to society in the future. Therefore, an investment in the quality of education at the primary level is an investment in a brighter future for all.

### **Resource Management**

The concept of resource management in education refers to the practice of efficiently and effectively managing all available resources, which include teaching staff, learning facilities, technology, and financial resources, with the aim of achieving optimal educational outcomes. This process requires careful planning, structured organization, effective direction, and close supervision in the use of these resources (Noorhapizah et al., 2023). This approach essentially aims to ensure that resources are utilized to the best of their ability in supporting the learning process, as well as in creating an educational environment conducive to student development (Donkoh et al., 2023).

The importance of resource management in education cannot be underestimated. On the one hand, limited resources must meet diverse and evolving learning needs, while on the other hand, expectations for educational outcomes continue to rise. Without effective resource management, schools and other educational institutions may experience difficulties in providing quality education (Sucuoğlu & Erdem, 2021). This could be due to a lack of adequate learning facilities, incompetent teaching staff or outdated learning technologies. Therefore, the application of good resource management principles is key in achieving operational efficiency and teaching effectiveness (Wang & Kim, 2023).

Furthermore, resource management can positively impact innovation and adaptability in education. By carefully managing resources, educational institutions can more easily adapt to changing educational needs and utilize technological innovations to improve the quality of learning (Mncube & Ngema, 2023). This includes the ability to invest in the latest educational technologies, develop learning programs that are responsive to student needs, and ensure educational sustainability amidst challenges. Effective resource management, in turn, opens the door to creating inclusive, innovative and adaptive learning environments, which are key elements of high-quality education (Komen & Nyandoro, 2023).

In the next context, the challenges in educational resource management are increasingly complex with the development of technology and the changing paradigm of education. Schools and educational institutions are required not only to maintain the quality of education but also to prepare students for the changing world (Fadhilla, 2023). This demands more strategic resource planning, which not only focuses on

current needs but also prepares for future needs. For example, technology integration in education is not only about providing hardware and software but also about developing the capacity of teachers and students in using them (Nurhayati et al., 2023). In addition, adapting to new learning methodologies that are more collaborative and interactive requires investment in teacher training as well as supportive classroom design (Sarmila et al., 2023).

In conclusion, the importance of resource management in education lies in its capacity to achieve efficiency and effectiveness in achieving educational goals. Good resource management helps educational institutions not only to optimize the use of existing resources but also to respond to challenges and take advantage of future opportunities. It is essential to ensure that education can continuously evolve, adapt and innovate so as to provide a rich learning environment for students, preparing them with the necessary skills for their future. In the long run, investment in effective resource management will pay off in the form of quality graduates, who are not only academically successful but also able to contribute to society in significant and meaningful ways.

### **Resource Management Strategy**

In the world of education, effective resource management strategies have become the main key in improving the quality of learning and adaptation to changing times. One of the strategies implemented is the utilization of educational technology through the adoption of Learning Management Systems (LMS) and other digital tools. Schools and educational institutions have integrated LMS such as Moodle, Google Classroom, and other similar platforms in their curriculum, enabling online management of courses, learning materials, and assessments (Haddar et al., 2023). The implementation of these technologies makes it easier for teachers and students to access learning materials anywhere and anytime, while improving the effective use of time and resources. The initiative also includes training teachers in implementing learning technologies, ensuring that they can make the most of digital resources (Ergashevna, 2021).

Another strategy that has been seen to be effective is the allocation of financial resources through outcome-based budgets. Some educational institutions have adopted this approach to improve accountability and transparency in the use of funds (Engler-Jastrzębska & Wilczyńska, 2024). This method involves determining the allocation of funds based on outcomes to be achieved, such as an increase in student test scores, a reduction in dropout rates or an increase in student participation in extracurricular activities. This approach allows educational institutions to focus more on investing in resources that actually have a significant impact on student learning outcomes and supports efforts to improve the quality of learning and school facilities (Dorovolomo, 2020).

Finally, many schools and educational institutions have implemented continuous professional development programs for teachers as part of their resource management strategies. Recognition of the importance of teachers as a key resource in education has prompted investments in their training and development of pedagogical competencies (Luna, 2020). This includes, but is not limited to, training in innovative learning methods, the use of technology in learning, and effective assessment strategies. Programs such as these not only improve the quality of teaching but also help in attracting and retaining qualified teachers, ensuring that students receive instruction from skilled and motivated teaching personnel (Sholeh et al., 2021).

All these strategies demonstrate a commitment to resource management driven by the need to adapt and improve the quality of learning in line with global demands and technological developments.

### **Relationship between Resource Management and Education Quality**

Resource management in education plays a crucial role in improving the quality of education. Effective management ensures that all resources such as teaching staff, infrastructure, learning materials and technology, are optimally utilized so as to provide a conducive learning environment (Veld, 2023). The success of this management is highly dependent on the ability of educational institutions to allocate the right resources at the right place at the right time. Good resource management enables educational institutions to respond quickly to changing learning needs, providing relevant and up-to-date education that directly improves the quality of education provided (Mwanza & Silukuni, 2020).

In addition, efficient resource management also has a significant impact on the recruitment and retention of quality teachers. Investments in human resources, such as teacher professional development through training and workshops, not only improve teaching quality but also boost teacher morale and motivation (Ernawati et al., 2022). Well-trained and motivated teachers tend to be more effective in teaching, which has a direct effect on the quality of student learning. In addition, by having a solid resource management system, an educational institution can provide attractive compensation and benefits to attract more qualified and experienced educators (Rahayu, 2024).

Good resource management also ensures that educational infrastructure and facilities are always in a condition that supports the teaching and learning process. Efficient fund management and proper allocation for the maintenance and development of school infrastructure contribute directly to improving the quality of education (Putra et al., 2023). Schools equipped with comfortable classrooms, the latest learning technology, as well as supporting facilities such as laboratories, libraries, and adequate sports rooms, create a stimulating and multifaceted learning environment, which accommodates the need for value cultivation and holistic development of student skills (Erwan et al., 2023).

Therefore, the relationship between resource management and education quality is significant, with effective management being the foundation for a quality education ecosystem. This directly impacts on students' educational outcomes, ensuring that they receive a proper education that equips them with essential skills for their future.

In conclusion, efficient and effective resource management is an important foundation in education quality improvement and assurance. With good management, resources such as educators, facilities, learning materials and technology can be allocated and utilized in ways that maximize learning and teaching potential. This management involves strategies that enable educational institutions to respond dynamically to evolving educational needs. A focus on teacher professional development improves teaching competencies and directly impacts teaching quality. Furthermore, investments in infrastructure and technology support the creation of conducive and stimulating learning environments. Overall, smart resource management creates a sustainable education ecosystem that not only shapes students' success academically but also develops their abilities and skills to compete in an ever-changing global and technological era.

## **Conclusion**

Resource management strategies are a key element in improving the quality of education in primary schools. One of the key findings is the importance of investing in the professional development of educators. Through ongoing training programs and workshops, teachers are given the opportunity to improve their teaching skills, update their knowledge on the latest teaching methods and learn about new technologies that can be utilized in the teaching and learning process. This not only improves teaching effectiveness but also motivates teachers to implement innovative and engaging teaching practices for students.

Another important finding relates to the allocation and use of infrastructure and technology in the teaching and learning process. Primary schools that provide good educational facilities, such as comfortable classrooms, well-equipped science laboratories, libraries rich with learning resources and access to modern learning technologies, tend to have better learning outputs. Adequate infrastructure supports interactive and exploratory learning, which is vital in building a strong knowledge base at an early age. The utilization of technology in learning also helps students become more familiar with modern tools that they will face in their daily and future lives.

Finally, effective strategies in resource management also include cooperation and collaboration with the community and parents. The involvement of the community and parents in the education process can increase support for the school and provide additional resources that the school might not otherwise afford. Cooperative programs with local communities and businesses can generate material and non-material



assistance that improves the quality of education. In addition, parents who are actively involved in their children's education tend to encourage learning motivation and have a positive impact on children's educational outcomes. These strategies demonstrate the importance of building a solid and integrated education ecosystem, where all stakeholders work together to achieve higher education goals.

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