Literature Review: Value for Money Strategies in Human Resource Management to Achieve Quality Excellence at SDS Tamansiswa Jakarta

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Abstract. The quality of primary school education faces ongoing challenges regarding resource constraints and human resource management (HRM) optimization. This Systematic Literature Review (SLR) synthesizes empirical evidence on the application of the Value for Money (VfM) approach focusing on economy, efficiency, and effectiveness within HRM in the primary education sector. Following the PRISMA guidelines, a literature search was conducted across Scopus, ScienceDirect, and Google Scholar for studies published between 2021 and 2026. From 487 records initially identified, 17 studies met the inclusion criteria and were evaluated using the Mixed Methods Appraisal Tool (MMAT) criteria, followed by thematic content analysis. The findings reveal that VfM is operationalized through strategic workforce planning, competency-based recruitment, continuous professional development, and technology-supported performance management. Furthermore, the synthesis demonstrates how School-Based Management (SBM) and Total Quality Management (TQM) act as essential operational vehicles for VfM in HRM, driven by transformational leadership and supportive organizational culture. Theoretically, this study integrates Strategic Human Resource Management (SHRM), Human Capital Theory, and the Resource-Based View (RBV) to articulate how VfM-driven HRM builds sustainable competitive advantage and educational quality excellence. Practically, the proposed conceptual framework offers actionable guidelines for primary education institutions, such as SDS Tamansiswa Jakarta, to optimize resource allocation and teacher performance, while outlining clear directions for future empirical research.

Keywords: Economy, Educational quality, Effectiveness, Efficiency, Human resource management, Value for Money.

1 Introduction

Primary education provides the basic basis for the development of quality human resources, which is vital for a nation's long-term social and economic progress. Inadequate finance, differences in institutional governance capacity, low levels of community engagement, and curriculum misalignment continue to confront elementary schools [1], [2]. These challenges show that the effectiveness of educational services

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depends not only on the availability of resources but on the strategic planning, organising, and optimising of human capital, financial support, and infrastructure within an institution to create an effective learning environment.

The Value for Money (VfM) framework, consisting of economy, efficiency, and effectiveness, has become a critical paradigm for public sector performance because of the increasing need for accountability and governance excellence [3]. VfM is frequently used in performance audit and governance frameworks. Nevertheless, theoretically and functionally, VfM is not well embedded in educational Human Resource Management (HRM). Systematic reviews have examined limits on educational resources [4], [5], [6], but they tend to treat financial management and HRM as separate fields.

To fill this vacuum, this study is grounded in three well-established theoretical bases, that is, Strategic Human Resource Management (SHRM), Human Capital Theory, and the Resource-Based View (RBV). From the SHRM point of view, human resources are considered as strategic assets in line with the success of the institution. Human Capital Theory argues that investment in professional development leads to long-term educational achievements, while RBV suggests that the optimisation of internal human capital produces a sustainable competitive advantage. Furthermore, this analysis argues that School-Based Management (SBM) and Total Quality Management (TQM) are key operational mechanisms through which VfM ideas are operationalised in school HRM practices. SBM provides the decentralised governance framework necessary for economic and efficient allocation of resources, and TQM provides the ongoing quality improvement procedures that drive total educational efficacy.

In the same way as a pure Systematic Literature Review (SLR), this article aims to synthesise global empirical evidence across primary education environments, rather than focusing on a specific institution. Instead, the paper discusses contextual implications and potential empirical applications of specific operational contexts, such as schools that incorporate various educational philosophies, such as Tamansiswa.

The objective of this systematic literature review is therefore to: (1) synthesise empirical evidence regarding the application of Value for Money strategies in educational human resource management; (2) explore how SBM and TQM operationalise the key dimensions of economy, efficiency and effectiveness in school HRM practices; (3) articulate the theoretical connections between SHRM, Human Capital Theory and RBV and educational quality; and (4) propose an integrated conceptual framework to guide resource optimisation in primary education institutions, whilst outlining a future research agenda for specific contextual applications.

2 Literature Review

2.1 The Concept of Value for Money in Education

As shown in Ramos's literature review, the success of resource management in the education sector depends largely on the institution's ability to prepare budget plans, apply technology, and implement relevant policies across all levels of education, from primary to higher education. Efficiency here means the ability of educational institutions to achieve the maximum feasible results through the optimal use of resources and the minimisation of wastage. Effectiveness pertains to how well the

solutions that are put in place enhance the quality of education and meet the expectations of the many actors involved in educational services [7].

Also, the implementation of the concept of Value for Money (VfM) is in line with ideas of educational governance geared toward excellence. Fahlupi said that efficient management of school financing should be based on the value of equity, transparency, and prudence. These figures are a key foundation for accountability and for the optimal use of all available resources in keeping with the principles of economy, efficiency and effectiveness [8].

So the introduction of Value for Money in education is more than simply cutting costs. Instead, it points to the ability of educational organisations to manage and utilise all available resources in an appropriate and efficient way, so as to deliver good and sustainable educational services.

2.2 Human Resource Management in Education

Research on Human Resource Management (HRM) in the education sector shows a drastic change in paradigm shift. The administration of teaching and educational staff was formerly concerned mostly with administrative affairs, but contemporary developments raise the issue of human resources as strategic assets that determine success of enhancing the quality of education. In this regard, human capital is the main driver of innovation, productivity, and achievement of educational objectives. Human resource management is central in efforts to improve the quality of educational services in Indonesia. Besides personnel administration, HRM also involves a series of activities to empower, develop, and optimise the ability of teachers and educational staff to operate optimally and contribute successfully to educational institutions [9]. Research has identified seven important components of HRM practices in education: workforce planning, recruiting, employee selection, placement and orientation, professional development through training, performance evaluation, and compensation and reward systems.

However, in the interpretation of HRM effectiveness in previous studies, there are some inconsistencies. “HRM in education is a complex and dynamic field, touching on every aspect of the management of teachers and educational personnel,” said Schipor. HRM is central of the efficacy and quality of educational services, from recruitment and selection processes to evaluation and professional development. This perspective is particularly concerned with the processual aspects of human resource management [10].

The other specialists, in contrast, emphasise the strategic side of HRM. The quality of education depends on teachers being highly motivated, thoroughly trained and provided with scope for continuing professional development. Favourable working circumstances, optimal use of human resources and improvement of the quality of educational services can be achieved by implementing strategic strategies and adopting new techniques in educational institutions [10].

The findings suggest that the effectiveness of HRM in education is not only determined by the performance of administrative duties, but also by the capacity of the institution to strategically build its human resources. This aligns with Value for Money principles, which focus on the efficient and effective use of resources.

2.3 School-Based Management and Educational Decentralization

School-Based Management (SBM) is an educational management concept that puts schools at the centre of decision-making and resource empowerment. This approach gives schools more freedom to organise and realise their potential based on their specific requirements and qualities. The foundation of SBM is based on the idea that quality of education is a critical prerequisite for national growth. Where quality education gives rise to the development of competent and highly competitive human resources. The implementation of School-Based Management provides educational institutions with the freedom to manage resources, establish policies that are appropriate to the school conditions, and enhance the participation of teachers, educational personnel, parents, and the community in the development of educational quality [11].

Research on the application of School-Based Management in public and private schools has uncovered substantial disparities. Private schools have greater autonomy and higher teacher participation in decision-making than public schools. No significant differences in children's academic achievement were found between the two types of schools [12]. The results show autonomy and participation as crucial variables, but their effect on learning outcomes requires other supporting conditions.

The concept of School-Based Management aims to place schools at the core of decision-making, giving that greater independence in organise, implement, and evaluate educational activities in line with each institution's needs and idiosyncrasies of each educational institution. This gives schools autonomy in governance. The schools involve multiple stakeholders and own every policy and program implemented. Several researchers have demonstrated that SBM has led to the following: improved student academic achievement, optimisation of the learning process, improved performance of school management, increased participation of stakeholders, and strengthening of institutional accountability [13].

The effectiveness of SBM implementation cannot be separated from each school’s circumstances and capabilities. School leadership competencies, the level of community support, and the sustainability of government policy are some of the key factors in successful implementation. Therefore, institutional capacity building, increasing community participation in education, and strengthening internal quality assurance mechanisms should continue to be prioritised to ensure that School-Based Management can be implemented optimally, consistently, and sustainably [13].

2.4. Total Quality Management in Education

Total Quality Management (TQM) is a management strategy that can improve the application of Value for Money principles in the effort to improve the quality of education. TQM in education emphasises the necessity of continuous improvement in every facet of educational delivery, from the instructional process to the learning outcomes of students. The rationale of this approach is that quality assurance is not just the responsibility of the school leaders but a joint duty which must be accomplished by the active participation of all the actors in the education system [14].

Research has identified a number of critical aspects that affect the implementation of TQM. These are strong leadership in schools, active participation of stakeholders,

availability of reliable and efficient evaluation and measurement tools, and constant supply of professional training and development of education workers [14]. TQM implementation of TQM in primary schools is based on five essential areas, supported by empirical evidence: instructional processes, school services, the school environment, human resources, and graduates. Leadership styles involving all stakeholders, effective communication between stakeholders, clear definition of responsibilities, implementation of reward and sanction systems, and continuous improvement in each school program support the successful implementation of TQM [15]. But there are several obstacles in the adoption of TQM. The adoption of TQM methods has been linked to beneficial results such as higher school accreditation scores, increased stakeholder participation, and more effective operations. However, obstacles such as inadequate training opportunities, resource limits, and organisational culture mismatch remain and hinder the accomplishment of ideal TQM results [16].

2.5. School Leadership and Its Impact on Educational Quality

Many studies show that leadership, especially transformational leadership, is one of the most essential elements that affect the quality of educational delivery. This type of leadership can promote change, raise work motivation, and build organisational cultures that support the quality development of schools. Schools are institutions that have the duty of meeting the national educational goals, and they need leadership that is capable of successfully managing all their resources.

School principals are consequently key players in this environment. They are not just educational leaders, but also organisational managers. Competent managers in planning, organising, developing and empowering all school elements should be at the head of schools. The management of human resources, especially teachers and educational professionals, is an important issue because these groups are directly involved in the educational process and contribute greatly to the realisation of the vision, mission and objectives of the school [17].

There has been good support from a number of quantitative studies for the importance of school leadership to enhance educational quality. Effective school leadership is required of implement quality management in primary schools. The efficacy of school leaders is very high, 97.5%, as reflected in transformational influence, participatory decision-making, strategic teacher empowerment, development of quality culture, and methods for continuous improvement [18].

Case study research has also shown that the relationship between transformational leadership behaviours and principles of Total Quality Management is associated with greater educational quality. Structured work practices and relational trust appear to be important for the desired outcome. However, this research has not directly compared the relative contributions of material resources [18].

Research has also shown that school leadership is an important aspect of teacher performance, especially when administrators employ transformational leadership methods. The empirical evidence shows that the direct effect of this leadership approach on improving teacher performance is 31.5%, and the influence of teacher work motivation of 62.5%. The influence of teacher motivation on teacher performance might be directly enhanced by 32.8 per cent. In addition to the direct effect, transformational leadership also indirectly increases teacher performance through the

intervening effect of work motivation, which contributed 20.5%. Together, the two variables predict 77.6% of the variance in teacher performance [19]. Other studies also confirmed this. This shows that transformational leadership significantly impacts the improvement of school quality. The results showed that transformational leadership directly affects school quality by 44.1% and teacher performance by 27.2%. The gain in school quality was attributed to transformational leadership and teacher performance together, which explained 45.1% of the variation [20]. The findings show that principals who build a shared vision, encourage involvement, and empower all members of the school can establish a favourable working environment that boosts teacher performance and holistically improves the quality of education.

2.6. Teacher Professional Development as an Investment in Human Capital

Investing in professional development is an investment in human capital and directly affects the quality of education and the implementation of Value-for-Money principles. The professional development of teachers in elementary school determines the quality of education and the learning results of children. The literature shows that in-service training has a considerable positive effect on teacher abilities, pedagogical skills, and curriculum implementation, as evidenced by statistically significant improvements in performance.

However, the effectiveness of such programs depends on a range of contextual factors; hence the need for needs-responsive and formative programs. One of the great challenges is sustainability. Continued assistance is needed to ensure that the benefits of training programs are not lost. Therefore, professional development activities should be designed as continuous, supportive, and contextually relevant programs and not as one-off training activities [21]. And there's also a lot of quantitative evidence on the impact of teacher training.

The results of the study show a favourable correlation between teacher training and students' academic accomplishment ($r = 0.684$; $p < 0.01$). Thus, well-structured professional development programs positively affect student learning outcomes. In addition, the results of multiple regression analysis indicated that training content, training duration, and learning support were significant predictors of classroom performance ($R^2 = 0.507$), suggesting the value of long-term and practice-oriented professional learning [22]. Research (different) also shows the connection between professional development and the performance of schools.

Views of school effectiveness are favourably and strongly related to teacher performance and professional development. Teacher professional development has been shown to have a favourable impact on teacher performance and school effectiveness. 2 Therefore, policymakers should introduce more inclusive and carefully organised professional development programs of improve school effectiveness [23].

3 Methodology

The study used a Systematic Literature Review (SLR) approach following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 criteria. This systematic strategy was used to guarantee

transparency, reproducibility and extensive review of the relevant literature.

3.1 Literature Search Strategy

The literature search was conducted in Google Scholar, Scopus, and ScienceDirect to identify scholarly publications from 2021 to 2026. Boolean operators were used with main keywords: ("Value for Money" OR "VfM") AND ("Human Resource Management" OR "HRM") AND ("educational quality" OR "school effectiveness") AND ("School-Based Management" OR "Total Quality Management") in the search strategy. The search focused on literature that clearly addressed resource optimisation, governance and quality improvement in schools.

3.2 Inclusion and Exclusion Criteria

To ensure the selection of high-quality and relevant literature, specific inclusion and exclusion criteria were established: Inclusion Criteria: (1) Peer-reviewed journal articles published in English or Indonesian from 2021 to 2026; (2) Empirical studies using quantitative, qualitative, or mixed-method designs; (3) Articles explicitly focused on the integration of Value for Money principles, human resource management strategies, Total Quality Management (TQM), or School-Based Management (SBM) in primary education settings; (4) Availability of full-text Exclusion Criteria: (1) Conference proceedings, editorials, book chapters, theses, dissertations, and grey literature; (2) Duplicate entries between databases; (3) Studies not focused on educational settings or those without clearly and rigorously explained research methods.

3.3 Selection of Articles

We rigorously followed the PRISMA flow chart for article selection. A total of 487 publications were identified in the initial database search. Following the removal of 89 duplicate records, 398 publications were reviewed for topic relevance by title and abstract. After screening, 127 full-text publications were assessed for the predefined inclusion criteria . Eventually, 17 papers met all requirements and were included for final quality evaluation and thematic synthesis.

3.4 Methodological Quality Assessment

The methodological quality of the 17 included papers was critically rated with the Mixed Methods Appraisal Tool

(MMAT) Version 2018. The quality of studies was assessed and reported based on the official MMAT guidelines. We used design-specific criteria (qualitative, quantitative randomised, quantitative non-randomised, quantitative descriptive, and mixed methods) rather than converting scores to numerical percentages. Studies had to answer the two central screening questions and meet most of the specific qualitative/quantitative criteria established by MMAT to be eligible for inclusion in the final synthesis, ensuring high methodological rigour.

3.5 Data Extraction and Analysis

Data were systematically extracted using a standardised form which captured: author(s), year, publication source, research objectives, study design/methodology, sample characteristics, key findings on VfM dimensions (economy, efficiency, effectiveness) and theoretical underpinnings (e.g. Strategic HRM, Human Capital Theory, RBV). The data gathered were analysed using the framework of thematic content analysis (Braun and Clarke, 2006). Codes were classified inductively and deductively under the fundamental VfM dimensions, as well as new operational topics such as SBM and TQM integration.

4 Discussion and Results

The inclusion criteria resulted in 17 peer-reviewed empirical research studies published from 2021 to 2026. Each of the 17 articles was methodologically appraised using the Mixed Methods Appraisal Tool (MMAT) against its specific qualitative, quantitative, or mixed-methods design criteria, confirming methodological rigour for all without the use of percentage-based scoring. The investigations were geographically concentrated in Indonesia (n=15), with further inputs from the Philippines (n=1) and Pakistan (n=1).

Below is a thematic integration, rather than a review of individual studies, of these 17 articles, explicitly grounding the findings in Strategic Human Resource Management (SHRM), Human Capital Theory and the Resource-Based View (RBV), and demonstrating how School-Based Management (SBM) and Total Quality Management (TQM) are the operational vehicles for Value for Money (VfM).

4.1. Q1: Human Resource Management in Education Value for Money Strategies Synthesis

The synthesis points out that VfM in educational HRM is not just a cost-cutting technique, but a strategic framework for resource optimisation. Schools link workforce planning directly to quality goals of the institution's quality goals through Strategic Human Resource Management (SHRM). Strategic planning and recruitment: Systematic determination of workforce needs avoids oversupply and mismatches in skills. Competency-based recruiting connects the acquisition of human capital directly to institutional needs, meeting the Economy pillar of VfM by maximising initial financial investments. Human Capital Investment: As per Human Capital Theory, Continuous Professional Development (CPD) is a high-return investment, not an operating cost. Planned CPD promotes pedagogical innovation, online literacy, and classroom performance, directly impacting overall quality of education. Technology-Enabled Performance Management: The use of digital instruments to track and assess performance improves administrative processes, facilitating efficiency and promoting clear performance accountability.

4.2. Q2: Economy, Efficiency and Effectiveness Dimensions of Human Resource Management Practices in Schools

To show how management frameworks operationalize VfM, the synthesis shows that **School-Based Management (SBM)** provides structural autonomy, while **Total Quality Management (TQM)** drives continuous quality mechanisms.

VfM Dimension	HRM Practice Focus	SBM Operational Vehicle	TQM Operational Vehicle	Theoretical Linkage
Economy	Workforce Planning & Recruitment	Decentralized budget allocation based on priority needs.	Resource waste reduction through standardized recruitment criteria.	SHRM: Strategic alignment of cost and talent acquisition.
Efficiency	Task Allocation & Technology Workflow	Autonomous operational decision-making to optimize teacher workload	Streamlined administrative processes and technology-supported evaluation.	**RBV:** Maximize internal capability without redundant expenditure.

Effectiveness	Pedagogical Quality & Continuous CPD	Local stakeholder participation ensuring context-responsive school goals.	Quality-oriented culture, customer (student/parent) satisfaction, and zero-defect instruction.	**Human Capital Theory:** Knowledge accumulation translates to student outcome excellence.

Through SBM, school leaders possess the administrative flexibility to allocate financial and human resources where they yield the highest impact. Simultaneously, TQM instills a school-wide culture of continuous improvement (*Kaizen*), ensuring that efficient resource utilization directly translates into student learning outcomes and overall institutional excellence.

4.3. Determinants of Successful Implementation and Conceptual Integration

Successful implementation of VfM-driven HRM depends on crucial organisational enablers and the removal of systemic barriers: Transformational Leadership: School principals drive this by setting clear strategic directions, empowering teachers, and embedding TQM principles. Stakeholder Engagement: The active participation of school committees, parents and community members in SBM structures increases financial transparency, which helps to direct resources directly to high-priority educational needs. Overcoming Implementation Barriers: Challenges including budget restrictions, aversion to digital technologies and teacher fatigue require ongoing policy support, improved organisational capacities and aligned incentives. The analysis shows that the integration of these components demonstrates that the implementation of SHRM, Human Capital Theory and RBV through SBM and TQM changes the basic tenets of Value for Money from abstract audit measures to sustainable methods that improve the quality of elementary education.

4.4. Q4: Conceptual Framework

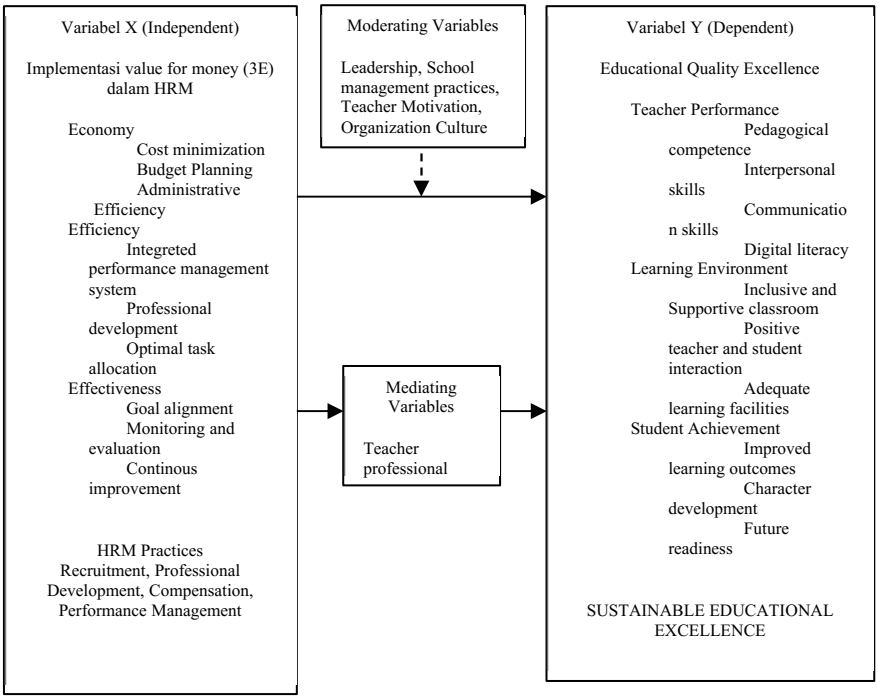


Fig. 1. Conceptual Framework

This conceptual framework shows that the implementation of Value for Money (VfM) principles, including the dimensions of economy, efficiency, and effectiveness in human resource management, is the main determinant of achieving educational quality excellence at SDS Tamansiswa Jakarta. The economy dimension is expressed in selected and high-quality hiring, optimisation of training expenses, and administrative efficiency. The efficiency dimension is evidenced through comprehensive performance appraisal systems, targeted professional development programs, and best task distribution.

The efficacy dimension is reflected in institutional goal alignment, continual monitoring and assessment, and ongoing improvement initiatives. These three dimensions are operationalised through human resource management strategies including recruitment, development, remuneration and performance management. The implementation of Value for Money is expected to have a direct influence on excellence of educational quality and to foster professional development of teachers in terms of advanced skills and capabilities.

Teacher Variabel X (Independent) Implementasi value for money (3E) dalam HRM Economy Cost minimization Budget Planning Administrative Efficiency Efficiency Integreted performance management system Professional development Optimal task allocation Effectiveness Goal alignment Monitoring and evaluation

Continous improvement HRM Practices Recruitment, Professional Development, Compensation, Performance Management Variabel Y (Dependent) Educational Quality Excellence Teacher Performance Pedagogical competence Interpersona l skills Communica tion skills Digital literacy Learning Environment Inclusive and Supportive classroom Positive teacher and student interaction Adequate learning facilities Student Achievement Improved learning outcomes Character development Future readiness Sustainable Educational Excellence Moderating Variables Leadership, School management practices, Teacher Motivation, Organization Culture Mediating Variables: Teacher professional development, competencies, and skills professional development subsequently contributes to educational quality improvement through improved teacher performance, creation of conducive learning environments, and enhanced student academic achievement. Furthermore, there are some elements that moderate the association between Value for Money and educational quality excellence, such as principal leadership, school management techniques, teacher motivation, and organisational culture. These aspects contribute to the efficacy of Value for Money implementation, which eventually leads to the attainment of sustainable educational excellence.

5 Conclusion

By synthesising 17 empirical studies published between 2021 and 2026, this work shows that Value for Money (VfM) is not a cost-reduction device, but a strategic managerial paradigm that directly drives educational quality excellence through optimised Human Resource Management (HRM). The three main characteristics of VfM (economy, efficiency and effectiveness) are operationalised via systematic workforce planning, competency-based recruitment, continuous professional development (CPD) and technology-supported performance evaluation. Based on Strategic Human Resource Management (SHRM), Human Capital Theory and the Resource-Based View (RBV), this study shows that School-Based Management (SBM) provides the necessary structural autonomy for economic and efficient resource allocation and Total Quality Management (TQM) provides the ongoing improvement mechanisms that ensure instructional effectiveness. Successful implementation necessitates transformative leadership, stakeholder participation, and a quality-oriented organisational culture.

Schools are often limited by economic constraints, uneven teacher capabilities, and reluctance to adopt digital solutions. Besides its theoretical contributions, the suggested integrated conceptual framework has practical utility for primary education institutions that seek to balance financial restraint with instructional rigour. This approach can be an actionable roadmap for context-specific institutions such as SDS Tamansiswa Jakarta to operationalise Ki Hadjar Dewantara's educational philosophy along with contemporary, VfM-oriented HRM practices. Methodological constraints of this review, however, include its main dependence on indexed open-access literature and a geographical emphasis of studies in Southeast Asia. Subsequent empirical studies should seek to test the conceptual framework via longitudinal and mixed-methods case studies with various educational governance frameworks to advance the academic discussion and real-world application. Specifically, the long-term effect of VfM-

aligned teacher CPD on standardised student learning outcomes should be explored.

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