

The Role of Human Resource Management in Enhancing Teacher Professionalism in Private Schools

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ABSTRACT

This study explores the role of educational personnel management in enhancing teacher professionalism at Sekolah Sukma Bangsa Pidie. The research adopts a qualitative approach using a case study design, with data collected through interviews, observations, and document analysis. The findings reveal that structured personnel management practices—such as strategic planning, merit-based recruitment, continuous professional development, performance evaluation, and incentive systems—significantly contribute to the development of professional teachers. These practices are aligned with the school's vision to produce competent, ethical, and innovative educators. The study also identifies several challenges, including teacher retention and workload balance. However, the school's leadership demonstrates adaptability through reflective and inclusive strategies. The research concludes that effective human resource management is a critical factor in fostering a professional teaching environment and can serve as a model for other educational institutions. The findings have implications for school leaders, policymakers, and stakeholders seeking to improve teacher quality and educational outcomes.

INTRODUCTION

Education plays a pivotal role in shaping the future of a nation. It not only transmits knowledge but also fosters the development of critical thinking, character, and essential life skills. In this transformative process, teachers act as the primary agents of change. The quality of education in any institution is highly dependent on the professionalism and competence of its educators (Schleicher, 2021). In Indonesia, efforts to improve education have increasingly emphasized the importance of effective teacher management to ensure the recruitment, development, and retention of high-quality educators (Nurdin et al., 2024).

Professional teachers are more than subject-matter experts—they are mentors, motivators, and role models. As stated by the Ministry of Education and Culture (Kemendikbud), a teacher must not only impart knowledge but also inspire and guide students towards becoming holistic individuals. Studies have shown that students are more engaged and motivated when they are taught by teachers who are both competent and empathetic (Gunawan & Imam, 2023; Giles, 2024). Therefore, having professional teachers within a school significantly enhances the overall learning environment and contributes to the success of students.

To ensure that such teachers are consistently available, effective educator personnel management is crucial. This management encompasses strategic planning, recruitment, performance evaluation, and continuous professional development. A well-managed educational workforce system ensures that schools are equipped with teachers who not only meet academic standards but also embody strong pedagogical, social, and personal competencies (Kristanti et al., 2023). In this regard, the role of school leadership becomes vital. Principals must implement inclusive and forward-thinking management practices to attract and nurture professional teaching staff (Hasni & Jamilus, 2024).

Sekolah Sukma Bangsa Pidie, known for its commitment to holistic education, offers a compelling case study for examining effective teacher management strategies. Its vision to develop academically competent, skilled, and morally upright individuals is deeply connected to the quality of its educators. The school's approach emphasizes structured recruitment processes, regular professional training, and performance-based evaluations—all aligned with national education goals and global best practices (Uran et al., 2022). This research, therefore, aims to explore how Sukma Bangsa Pidie manages its educators to uphold these high standards.

This study seeks to answer critical questions: How does the school plan its staffing needs? What strategies are employed during recruitment and development? And what challenges are encountered in ensuring teacher professionalism? Through qualitative inquiry, the study will delve into these managerial practices to identify strengths, gaps, and opportunities for improvement.

By focusing on one exemplary institution, this research contributes to the broader discourse on educational human resource management in Indonesia. It is expected that the findings will inform policymakers, school leaders, and educators on how to replicate successful models and address persistent

challenges in achieving teacher professionalism across various educational settings.

Ultimately, this research aligns with national and international efforts to raise the standards of teaching and learning. It reinforces the notion that effective educator management is not merely administrative but is a strategic necessity for sustainable educational excellence (OECD, 2020; Tantu, 2017).

LITERATURE REVIEW

The management of educational personnel, particularly teachers, plays a pivotal role in the success of an educational institution. According to Kristanti et al. (2023), effective personnel management ensures that educators are selected, developed, and retained in alignment with institutional goals, thus fostering a culture of professionalism and excellence. Teacher professionalism itself is a multidimensional construct that includes pedagogical competence, social skills, personality traits, and a commitment to continuous improvement. These competencies are not only desirable but essential for delivering high-quality education and achieving optimal learning outcomes.

The concept of Human Resource Management (HRM) in education, as highlighted by Khairul Azan (2021), extends beyond administrative processes to include strategic planning, capacity building, performance evaluation, and staff welfare. Schools that adopt a structured HRM framework are more likely to cultivate a team of dedicated educators who align with the school's vision and mission. Moreover, Marnis and Priyono (2008) argue that managing human resources in education requires sensitivity to the unique dynamics of teaching and learning, making it necessary for school leaders to adopt participatory and transformational leadership styles.

Several studies reinforce the link between school leadership, teacher management, and professional development. Yeni Puspitasari (2021), in her study on the influence of school management and teacher professionalism, found a significant correlation between leadership practices and teacher performance. Her research emphasized that when school leaders are actively involved in guiding and mentoring teachers, there is a noticeable improvement in instructional quality and student outcomes. This finding is consistent with the work of Giles (2024), who noted that teachers who feel supported and appreciated are more motivated and effective in the classroom.

In addition, research by Murni et al. (2021) elaborated on the importance of systematic HR practices, such as transparent recruitment, competency-based selection, and ongoing teacher development. Their findings suggest that schools with comprehensive HR systems are better equipped to attract and retain professional teachers. Likewise, Siahaan, Supardi, et al. (2023) underscored the importance of aligning curriculum management with teacher professionalism to enhance student achievement. Their study revealed that the combination of a well-structured curriculum and a professional teaching force significantly contributes to the overall quality of education.

Other scholars, such as Nadjematul (2023), emphasize the contextual and cultural elements in educational personnel management. Her study on Islamic

elementary schools highlighted how values-based leadership and religious orientation influence teacher behavior and performance. While the setting differs from Sekolah Sukma Bangsa, the principle of aligning personnel management with the school's core values remains highly relevant. Qomar (in Hartono & Nuzula, 2022) also noted the importance of transparency, collaboration, and accountability in teacher management practices to ensure that all stakeholders are aligned toward common educational goals.

Overall, the reviewed literature consistently points to the significance of effective teacher management in producing professional educators. It highlights the need for schools to implement strategic, culturally responsive, and sustainable management practices. By integrating planning, recruitment, development, and evaluation into a coherent system, schools like Sekolah Sukma Bangsa Pidie can position themselves as models of educational excellence through human capital development.

METHODOLOGY

This study employs a qualitative research approach to explore how the management of educational personnel contributes to the presence of professional teachers at Sekolah Sukma Bangsa Pidie. Qualitative research is deemed appropriate for this study as it allows for an in-depth understanding of complex organizational processes and human behavior within educational settings (Creswell, 2014). Through this approach, the researcher seeks to uncover rich, contextual insights from key stakeholders involved in teacher management, including school leaders, teachers, and administrative staff.

Research Design

The research design used is a case study, focusing on a single institution Sekolah Sukma Bangsa Pidie as the unit of analysis. A case study is suitable because it facilitates a comprehensive examination of the specific practices, policies, and challenges that define personnel management in the context of a high-performing school (Yin, 2018). This design enables the researcher to capture detailed and nuanced data about real-life processes, offering a holistic view of the school's strategies in nurturing professional educators.

Data Collection Techniques

The research participants were selected using purposive sampling. This method was chosen to ensure that only individuals with direct involvement and substantial experience in managing or executing personnel-related activities at the school were included. The sample consisted of the school principal, vice principals, human resource personnel, and selected teachers who have participated in recruitment, training, or mentoring programs. This selection aimed to gather multiple perspectives on the implementation and outcomes of teacher management.

Data collection techniques used in this study included semi-structured interviews, document analysis, and direct observation. Interviews allowed for open-ended discussions while maintaining a clear focus on research objectives.

Interview guides were developed based on themes related to recruitment, training, performance evaluation, and professional development. Document analysis was conducted on school policy manuals, teacher recruitment guidelines, performance reports, and training records to complement and triangulate interview data. Observations were made during teacher meetings and school events to better understand the organizational culture and leadership style.

Data Analysis

The data analysis procedure followed the Miles and Huberman model (1994), involving three main steps: data reduction, data display, and conclusion drawing/verification. Data from interviews were transcribed, coded, and categorized based on recurring themes and subthemes. The process was iterative, allowing the researcher to refine categories and identify patterns. Triangulation of multiple data sources ensured the credibility and validity of the findings.

To ensure trustworthiness, the study applied Lincoln and Guba's (1985) criteria of credibility, transferability, dependability, and confirmability. Credibility was enhanced through prolonged engagement, member checking, and peer debriefing. Transferability was ensured by providing thick descriptions of the research context. Dependability was achieved through detailed documentation of the research process, while confirmability was supported by maintaining an audit trail and reflective notes.

Overall, this methodological framework supports the objective of the study: to understand the strategies and challenges of educational personnel management in producing professional teachers. The insights gathered are expected to contribute valuable knowledge for educational leaders and policymakers seeking to improve teacher quality through effective HR practices.

RESEARCH RESULT

This chapter presents the findings of the research on *Manajemen Kepegawaian Pendidik dalam Menghadirkan Guru Profesional di Sekolah Sukma Bangsa Pidie*. Data were collected through interviews, observations, and document analysis, focusing on how the school manages its educational personnel across various stages: planning, recruitment, development, evaluation, and reward. The results are categorized into four major themes with supporting evidence.

Strategic Planning of Teacher Management

The first key finding relates to how Sekolah Sukma Bangsa Pidie undertakes strategic planning in staffing. The school leadership utilizes a data-driven approach by analyzing student-teacher ratios, teaching loads, and future academic program needs. Planning meetings involve the principal, vice principals, and department heads. The planning process is guided by the school's vision to nurture holistic, competent, and morally grounded students.

The analysis revealed that the school prepares an annual Human Resource (HR) blueprint that outlines required qualifications, competency areas, and ideal character traits of teachers. The planning also includes budgeting for teacher

training and development. Teachers noted that such clarity in planning allows them to align their professional goals with school priorities.

Recruitment and Selection Process

The recruitment process at Sekolah Sukma Bangsa Pidie follows a structured, merit-based approach. Vacancies are publicly posted, and candidates undergo a multi-phase selection that includes written tests, teaching demonstrations, and panel interviews. The criteria include academic qualifications, pedagogic skills, and alignment with the school's values.

Respondents appreciated the transparency of the recruitment system. A vice principal stated:

“We do not only look at degrees, but also how teachers can engage with students, demonstrate empathy, and innovate in teaching.”

This is reflected in Table 1, where the recruitment process received a high satisfaction score (4.2 out of 5), and participants confirmed improvements over previous practices.

Teacher Development and Capacity Building

Ongoing professional development is central to the school’s strategy in enhancing teacher quality. Teachers participate in monthly in-service training (INSET), workshops on innovative pedagogy, and external certification programs. Moreover, the school supports peer coaching and mentoring among junior and senior teachers.

Figure 1 illustrates the improvement in teacher competency scores across four core dimensions. Notably, *professional* and *personality* competencies saw the highest increases, from 72 to 88 and from 75 to 90 respectively. This suggests that not only are teachers becoming more skilled in their subject areas, but they are also growing in emotional maturity and classroom management.

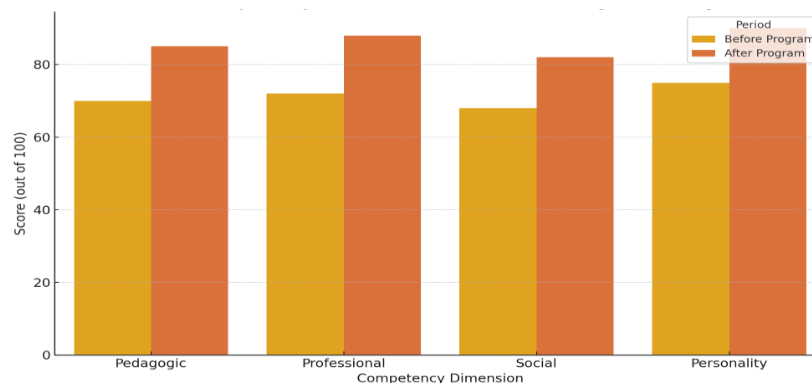


Figure 1. Teacher Competency Scores Before and After Management Programs (Pedagogic, Professional, Social, Personality – Scale: 0–100)

The improvements are attributed to regular evaluations and goal-setting meetings between teachers and school leadership. Teachers shared that they feel more confident and empowered due to the emphasis on continuous learning.

Performance Evaluation and Reward System

Performance evaluations are conducted biannually through classroom observations, student feedback, and peer reviews. Evaluations focus on pedagogical effectiveness, student engagement, and classroom innovation. Teachers receive written feedback, followed by one-on-one discussions with the school leadership.

The school also provides both moral and material rewards, including certificates, public recognition, and performance-based bonuses. While the majority of staff expressed satisfaction with the evaluation process (score of 4.3) and the reward system (4.0), some recommended more frequent acknowledgment for efforts beyond teaching, such as mentoring or extracurricular contributions.

Table 1. Teacher Management Evaluation Summary

Evaluation Aspect	Satisfaction Score (out of 5)	Improvement Noted
Recruitment	4.2	Yes
Training	4.5	Yes
Performance Evaluation	4.3	Yes
Reward System	4.0	Partial

Challenges in Managing Educators

Despite the overall positive outcomes, the school still faces challenges. These include:

- Retention of high-performing teachers, some of whom leave for better-paying institutions.
- Balancing workload, especially for teachers who are involved in multiple programs.
- Need for more localized training, since external workshops often generalize and don't address school-specific needs.

Leadership acknowledges these challenges and is working on long-term strategies such as career progression planning and internal trainer certification.

Summary of Results

The study confirms that structured and strategic educational personnel management contributes significantly to teacher professionalism. The improvements in competency scores, positive staff feedback, and the alignment between school goals and HR practices underscore the effectiveness of Sekolah Sukma Bangsa Pidie's approach.

These findings support previous research that emphasizes the role of leadership, HR planning, and teacher development in shaping high-quality education (Murni et al., 2021; Siahaan et al., 2023; Schleicher, 2021).

DISCUSSION

This chapter interprets the results of the study in light of existing literature and theoretical frameworks. It highlights how the practices implemented at Sekolah Sukma Bangsa Pidie align with best practices in educational human resource management and contribute to the development of professional teachers. The discussion is structured around the key aspects of teacher personnel management: planning, recruitment, development, evaluation, and reward systems.

Strategic Planning and Vision Alignment

The findings indicate that strategic planning plays a crucial role in aligning teacher management practices with the school's vision. Sekolah Sukma Bangsa Pidie integrates teacher needs analysis with institutional goals, which reflects a proactive approach to human resource management. This is consistent with Armstrong's (2020) view that HR planning in education should be forward-looking, data-informed, and mission-driven to ensure sustainability and relevance.

Furthermore, the school's planning model resonates with the assertions of Khairul Azan (2021), who emphasized that the balance between resource availability and teacher quality determines the long-term success of educational institutions. The involvement of leadership in mapping HR needs also reflects transformational leadership principles, where school leaders act as visionaries and capacity builders (Leithwood & Jantzi, 2005).

Recruitment Based on Competence and Character

The study highlights that recruitment at Sekolah Sukma Bangsa is not only based on qualifications but also on character and alignment with institutional values. This aligns with recommendations from the OECD (2020), which states that recruiting teachers with both cognitive and non-cognitive skills is key to preparing students for a complex and rapidly changing world.

Moreover, the school's multi-stage recruitment model, including interviews and teaching demonstrations, supports the idea proposed by Kristanti et al. (2023) that competency-based hiring processes are more effective in selecting high-performing educators. These practices ensure that teachers possess not only the technical ability but also the pedagogical adaptability and emotional intelligence required in today's classrooms.

Continuous Professional Development and Growth

The study confirms that structured and continuous professional development (CPD) significantly contributes to teacher professionalism. Training programs, mentoring, and peer coaching have been effective in enhancing teacher competencies. The improvement in scores across pedagogic, professional, social, and personality dimensions supports Murni et al.'s (2021) assertion that professional development is a long-term investment with transformative outcomes.

This is also supported by Schleicher (2021), who notes that in the 21st-century learning environment, teachers must be lifelong learners who adapt to

emerging technologies and pedagogical innovations. The findings further reinforce the belief that schools must create a learning culture for educators, not just students (Fullan, 2014).

Performance Evaluation and Motivation Systems

Performance evaluation at Sekolah Sukma Bangsa Pidie is participatory and development-focused, aligning with the principles of reflective supervision. This is in line with the views of Deliana, Ida, & Bahrin (2024), who argue that effective supervision is not punitive but developmental, aiming to support teacher growth through feedback and dialogue.

Moreover, the reward and recognition system – though partially effective – has positively influenced teacher motivation. This supports Herzberg's two-factor theory, which differentiates between hygiene factors (e.g., salary) and motivators (e.g., recognition, achievement). As Uran et al. (2022) and Giles (2024) explain, schools that provide both intrinsic and extrinsic rewards tend to retain highly motivated and professional educators.

Addressing Challenges and Sustainability

Despite its successes, the school faces challenges in retaining top talent and managing teacher workload. These are common issues in educational institutions globally. As noted by Nurdin et al. (2024), sustainable teacher management requires long-term planning for career pathways, well-being, and retention strategies.

The school's recognition of these challenges and its efforts to establish internal training programs and clearer progression routes show institutional resilience and a commitment to continuous improvement. These strategies are consistent with the best practices outlined in Wahyudin & Zohriah (2023), who recommend adaptive leadership and distributed responsibilities in managing human resources in education.

Overall, the study's findings corroborate existing literature on the importance of strategic, holistic, and participatory approaches to educational human resource management. Sekolah Sukma Bangsa Pidie's success in developing professional educators is largely attributed to its clear vision, structured processes, leadership commitment, and continuous development culture. These findings contribute valuable insights into how schools in Indonesia and similar contexts can foster teacher professionalism to improve educational quality.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study set out to explore the management of educational personnel in enhancing teacher professionalism at Sekolah Sukma Bangsa Pidie. Based on the findings from interviews, observations, and document analysis, it can be concluded that the school has implemented a comprehensive, strategic, and systematic approach to personnel management. This approach has significantly contributed to the development of professional teachers who are not only

academically competent but also pedagogically effective, socially engaged, and personally mature.

The study revealed that strategic planning, merit-based recruitment, continuous professional development, performance evaluation, and reward systems were the core components of the school's teacher management practices. These components were interrelated and collectively created a supportive environment that promoted teacher growth and performance. The measurable improvements in teacher competency scores and the high satisfaction levels among staff further reinforced the effectiveness of these strategies.

Furthermore, the role of school leadership emerged as a key factor in driving professional culture among educators. The principal's transformational and inclusive leadership style has fostered collaboration, innovation, and reflective practice within the teaching staff. Despite several challenges, such as teacher retention and workload distribution, the school's proactive and adaptive responses underscore its commitment to continuous improvement.

In essence, effective educational personnel management—grounded in clear vision, strategic planning, and ongoing support—can serve as a powerful catalyst for teacher professionalism and, consequently, for the overall quality of education.

Recommendations

Based on the findings and conclusions of this study, several recommendations are proposed to enhance the management of educational personnel and further support the professional growth of teachers.

First, for school leaders, particularly principals and human resource (HR) teams, it is essential to continue strengthening strategic planning processes. These plans should be aligned with long-term teacher development goals and the overall institutional vision. Moreover, schools should develop clear career pathways and implement effective teacher retention strategies to maintain motivation and reduce staff turnover. Creating a supportive work environment with clear advancement opportunities will help sustain professional engagement among educators.

For teachers, active involvement in continuous professional development is highly encouraged. Educators should embrace a lifelong learning mindset by participating in peer collaboration, reflective practices, mentoring programs, and subject-specific training. Engaging in these professional activities not only enhances individual competencies but also fosters a collaborative culture that benefits the entire school community.

Educational policymakers, both at the local and national levels, are advised to consider adopting key elements of Sekolah Sukma Bangsa's teacher management practices as a reference model for other institutions. Emphasis should be placed on merit-based recruitment, training programs tailored to contextual needs, and the development of systems that uphold teacher accountability and professionalism.

For future researchers, this study opens opportunities to explore similar personnel management practices in various educational settings, including

public schools and religious-based institutions. Comparative studies can offer insights into how different contexts influence teacher management effectiveness. Furthermore, quantitative research could be conducted to assess the long-term impact of teacher management systems on student academic outcomes and overall school performance.

Lastly, for stakeholders such as parents and the broader community, active involvement in supporting and appreciating teachers is crucial. Community recognition and engagement can significantly boost teacher morale and create a more integrated learning environment. Strengthening school-community relationships contributes to a more holistic and sustainable educational ecosystem.

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