



Strategic Human Resource Management in Education: An Integrative Framework for Sustainable Performance

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ABSTRACT

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This study aims to analyze how integrated human resource management contributes to sustainable educational performance through an input-process-output-outcome framework. Educational quality depends on institutions' capacity to develop professional and committed personnel. However, HRM practices in education are often fragmented and administratively oriented. This research employed a qualitative approach using library research. Data from journals, books, proceedings, reports, and policy documents were collected through searching, screening, and organizing, then analyzed using content and thematic analysis. The findings show that human resource planning is the foundation for aligning institutional needs and competencies. Competency-based recruitment improves educator quality, organizational stability, and learning effectiveness. Continuous professional development strengthens pedagogical, technological, adaptive, and collaborative capacities. Objective performance appraisal supports accountability and targeted development. Motivation, rewards, and welfare sustain commitment, creativity, satisfaction, and professional stability. Integrated HRM practices generate improved learning quality, educator productivity, academic achievement, graduate competence, institutional reputation, competitiveness, and stakeholder satisfaction. The study contributes an integrative HRM-Educational Performance model that connects inputs, management processes, outputs, and long-term outcomes. Educational institutions should implement data-based, coordinated, and continuous HRM strategies to achieve sustainable quality improvement.

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INTRODUCTION

Improving the quality of education is a strategic agenda that holds significant importance for society, as it is directly linked to human resource development and national competitiveness. Education does not merely function as a medium for knowledge transfer, but also as an instrument for shaping

individuals who are adaptive, critical, innovative, and capable of contributing to the resolution of various social problems. Rapid social, economic, technological, and cultural changes increasingly demand educational institutions to produce graduates who possess not only academic competencies but also the skills required to navigate continuous change. Therefore, continuous institutional transformation is essential to ensure that educational services remain relevant to societal needs and contemporary developments (Thornhill-Miller et al., 2023).

In efforts to achieve high-quality education, human resources play a decisive role. Teachers, lecturers, administrative staff, institutional leaders, and other education personnel function as designers, implementers, and controllers of learning activities and institutional management processes. Curriculum, facilities, technology, and educational policies cannot yield optimal outcomes without the support of competent, professional human resources who are committed to organizational goals. Accordingly, the ability of educational institutions to manage their human resources systematically and with a strong focus on capacity development is a fundamental prerequisite for improving educational quality (Sholeh et al., 2021).

The main challenge currently faced by educational institutions lies in the suboptimal management of human resources in responding to the increasingly dynamic educational environment. The digital revolution, advancements in information technology, changes in student characteristics, and rising societal expectations regarding educational quality require institutions to possess adaptive and innovative human resources. However, human resource management in some educational institutions still tends to focus on administrative functions such as personnel data management, task distribution, and workload fulfillment. Such practices have not been fully directed toward competency development, organizational culture strengthening, performance improvement, and the establishment of sustained professional commitment (Permatasari & Tandiyuk, 2023).

Field observations indicate that various human resource management functions are not always implemented in an integrated manner. Workforce planning is sometimes not based on workload analysis and competency requirements, while recruitment and selection processes are not fully aligned with institutional competency needs. Training programs are often conducted sporadically and are not followed by systematic evaluation of their impact on performance improvement. At the same time, performance appraisal, career development, reward systems, and welfare management are not consistently implemented in an objective, transparent, and sustainable manner. These conditions indicate that human resources are still frequently positioned as

operational elements rather than strategic assets that determine the success and sustainability of educational institutions.

Previous studies have examined the relationship between human resource management practices and various indicators of educational success. Competency-based recruitment has been shown to contribute to improving teacher quality and instructional effectiveness. Continuous professional training and development programs have also been found to enhance pedagogical competence, professionalism, and educators' adaptability to changes in the educational environment. In addition, the implementation of objective and transparent performance evaluation systems has been proven to improve productivity, accountability, and the quality of educational services delivered to students (Arop et al., 2020; Hoque & Atheef, 2024; Shoffa et al., 2024; Tiara et al., 2023).

Although these studies provide important empirical foundations, most of them still examine human resource management functions in isolation, such as the effect of recruitment on teacher quality, training on professional competence, or motivation on educator performance. This fragmented approach does not fully explain how planning, recruitment, competency development, performance appraisal, career management, rewards, and welfare systems interact simultaneously in shaping educational performance. Moreover, educational success is predominantly measured through internal indicators such as student academic achievement, learning effectiveness, and curriculum attainment. Broader dimensions such as graduate competence, labor market competitiveness, institutional reputation, stakeholder satisfaction, and the social contribution of educational institutions have not been extensively analyzed in an integrated manner in relation to human resource management practices.

The novelty of this study lies in its holistic perspective in explaining the relationship between human resource management and educational performance through an input–process–output–outcome framework. Inputs refer to the quality and availability of teaching and educational personnel, while processes include workforce planning, recruitment and selection, competency development, performance appraisal, career development, rewards, and welfare management. Outputs are understood as the immediate results of educational processes, such as learning quality, educator productivity, and academic achievement. Outcomes refer to broader and long-term impacts, including graduate competence and competitiveness, institutional reputation, stakeholder satisfaction, and the sustainability of educational performance. This framework is essential to ensure that the contribution of each human resource management function to educational success can be understood in a comprehensive, systematic, and non-fragmented manner.

Based on these gaps, the main research problem addressed in this study is how human resource management contributes to improving educational performance in a comprehensive manner, encompassing inputs, processes, outputs, and outcomes. This study is built on the argument that sustainable educational performance cannot be achieved solely through improvements in curriculum, infrastructure, or technology implementation, but requires an integrated, strategic, and capacity-oriented human resource management system. Therefore, this study aims to explain the concept and scope of human resource management in education, analyze the relationship between human resource management practices and educational outputs and outcomes, and develop an analytical framework that captures this relationship. The findings are expected to strengthen theoretical development in human resource management within the educational context and serve as a practical reference for policymakers and educational institution managers in designing effective, sustainable, and quality-oriented human resource development strategies.

RESEARCH METHODS

This study employed a descriptive qualitative research design using the library research method to develop an in-depth understanding of the role of Human Resource Management (HRM) in achieving educational performance. A qualitative design was selected because the study focused on exploring, interpreting, analyzing, and synthesizing theoretical concepts and empirical findings reported in the scientific literature rather than statistically measuring variables or collecting physical field data. Through this design, various academic perspectives and conceptual frameworks could be critically examined to explain the principles, scope, and mechanisms through which HRM practices influence educational outputs and outcomes. Accordingly, library research was considered appropriate for constructing a comprehensive conceptual understanding of the relationship between HRM and educational performance (Wani & Ganaie, 2023; Suchá et al., 2021).

The data sources consisted of scientific literature and academic documents directly related to HRM and educational performance. The literature was obtained from relevant digital academic databases and accessible library collections. The selected sources included articles published in reputable national and international journals, academic books, scientific proceedings, research reports, and official educational policy documents. Sources were selected purposively based on several criteria, namely relevance to the research focus, author and publisher credibility, publication recency, methodological clarity, and contribution to the development of HRM theory and practice in education. Recent publications were prioritized to capture current developments, while foundational books and major theoretical works were retained when they provided essential conceptual or methodological foundations.

Data were collected using documentation study techniques conducted through three systematic stages: searching, screening, and organizing. The searching stage involved identifying relevant literature using combinations of keywords related to “human resource management,” “educational performance,” “educator competence,” “professional development,” “performance appraisal,” “educational output,” and “educational outcome.” The screening stage involved examining titles, abstracts, keywords, and full texts to determine their relevance to the objectives of the study and to exclude sources that did not directly address the research focus. The organizing stage involved classifying the selected literature according to major themes, including HRM planning, recruitment and selection, competency development, performance appraisal, career management, rewards, welfare, educational outputs, and educational outcomes. The researcher served as the primary research instrument responsible for determining the selection criteria, interpreting the information, and synthesizing the findings. To ensure systematic documentation, a literature analysis matrix was used to record source identity, research focus, methodology, key findings, and conceptual contributions.

Data were analyzed using content analysis combined with thematic analysis. The analysis began with data reduction by identifying and selecting information relevant to the research questions. The reduced data were subsequently coded and categorized into thematic groups that reflected the main dimensions of HRM and educational performance. The next stage involved comparing and synthesizing concepts, theories, and empirical findings across the selected literature to identify areas of convergence, divergence, and complementarity. Patterns of relationships among HRM inputs, management processes, educational outputs, and long-term outcomes were then mapped using analytical matrices and conceptual diagrams. This process enabled the study to develop a theoretical framework illustrating how integrated HRM practices contribute to the quality and sustainability of educational performance. Conclusions were drawn through iterative interpretation by continuously reviewing the consistency between emerging themes, theoretical propositions, and the evidence contained in the analyzed literature (Khan et al., 2025).

The credibility of the findings was maintained through external and internal source criticism. External criticism was conducted by assessing the academic qualifications and expertise of the authors, the reputation of journals and publishers, the institutional origin of policy documents and research reports, and the methodological transparency of each source. Internal criticism was carried out by examining the logical consistency of arguments, the suitability between research methods and conclusions, the adequacy of supporting evidence, and the relevance of each text to the research problem. Source triangulation was also performed by comparing findings from journal articles,

academic books, research reports, proceedings, and official policy documents. Information was not accepted solely on the basis of a single publication but was evaluated through comparison with other credible sources addressing similar concepts or phenomena. These procedures were applied to minimize interpretive bias and strengthen the validity, consistency, and theoretical reliability of the resulting synthesis (Perlman et al., 2026).

RESULTS AND DISCUSSION

Human Resource Planning as the Foundation of Educational Performance

Analysis of the literature shows that human resource planning is the main foundation in building effective and sustainable educational performance. Various studies confirm that the success of educational institutions is not solely determined by the availability of educators and education personnel, but by the suitability between organizational needs and competencies possessed by human resources. From the perspective of education management, HR planning functions as a systematic process to identify workforce needs, map the necessary competencies, and anticipate environmental changes that have the potential to affect the achievement of educational goals. Previous studies have shown that educational institutions that have a good HR planning system tend to be better able to maintain organizational stability and improve the quality of educational services. These findings show that HR planning is a strategic instrument that connects institutional vision with the capacity of available human resources (Ali et al., 2021a; Hue et al., 2021; Kosasih et al., 2024).

HR planning is understood as a decision-making process that aims to ensure the availability of the right human resources at the right time and position. The results of the literature review show that effective planning must be based on the analysis of organizational needs, projections of institutional development, and the identification of existing competency gaps. In the context of education, these needs include pedagogical, professional, social, and personality competencies that support the optimal implementation of learning. Various studies have also shown that long-term oriented HR planning allows educational institutions to be more adaptive to curriculum changes, technological developments, and the dynamics of student needs. Thus, HR planning not only functions to meet the needs of the workforce, but also builds organizational readiness to face increasingly complex educational challenges (Daraojimba et al., 2024; Gerhart & Feng, 2021).

Research reveals that the success of HR planning is greatly influenced by the ability of institutions to accurately map competencies. The mapping allows organizations to identify the strengths and weaknesses of their human resources so that they can determine appropriate development strategies. The results of the study show that institutions that regularly conduct competency analysis tend to be more successful in improving the quality of educators than institutions that

do not have a clear mapping system. These findings show that the planning process is not just an administrative activity, but part of a strategy to improve the quality of education. Through proper competency mapping, educational institutions can optimize the potential of human resources while minimizing the gap between organizational needs and available individual capacities (Juita et al., 2024).

This study interprets that HR planning is the starting point that determines the effectiveness of all other MSDM functions. Recruitment, competency development, performance evaluation, and career management will run more effectively if supported by careful planning. These findings expand the view that has so far placed HR planning only as an administrative activity. In the context of education, HR planning has a strategic dimension because it functions as a mechanism to ensure the continuity of organizational quality. The success of educational institutions is highly dependent on their ability to build a human resource planning system that is data-based, future-oriented, and aligned with the vision of institutional development.

Competency-Based Recruitment and Selection

That competency-based recruitment and selection have a significant influence on the quality of educational performance. The MSDM literature explains that the quality of the educational process is highly determined by the quality of human resources recruited from the beginning. Recruitment that is carried out objectively and systematically allows the institution to obtain educators who have the ability to meet the demands of the profession. Various studies show that educational institutions that apply clear selection standards tend to produce better learning quality than institutions that use conventional selection approaches. These findings show that recruitment is not just a mechanism to fill vacant positions, but an important strategy in building the quality of educational institutions in a sustainable manner (MaríaDanielaAraujo et al., 2020).

The competency-based recruitment approach is one of the models that are widely used in modern human resource management. This approach emphasizes the suitability between individual competencies and the needs of the work to be carried out. In the educational environment, these competencies include pedagogic skills, material mastery, communication skills, and professional integrity. The results of the literature review show that competency-based selection is able to improve the quality of educators because the assessment process does not only focus on academic aspects, but also considers aspects of character and professionalism. Thus, educational institutions have a greater opportunity to acquire educators who are able to make an optimal contribution to improving the quality of learning (Ali et al., 2021b; Wong, 2020).

A comprehensive selection process contributes to improving the stability

of educational organizations. Educators recruited through transparent and competency-based mechanisms tend to have higher levels of commitment, loyalty, and professional responsibility. This condition has an impact on the creation of a more productive work environment and conducive to organizational development. In addition, the quality of good recruitment also affects the strengthening of organizational culture because the individuals recruited have a value match with the vision and mission of the institution. These findings suggest that the benefits of recruitment are not only felt at the individual level, but also have a broader impact on the effectiveness of educational organizations.

Interpretation of these findings shows that recruitment and selection are strategic investments that determine the quality of the education system in the long run. This research modifies the view that sees recruitment as just an administrative process by placing it as an instrument of quality human capital formation. In the context of education, the success of recruitment will affect the effectiveness of learning, the quality of graduates, and the reputation of the institution. Therefore, educational institutions need to develop an objective, transparent, and competency-based recruitment system in order to be able to respond to the demands of change and increase organizational competitiveness.

Human Resources Competency and Professionalism Development

Competency development is one of the main factors that affect the quality of educational performance. Various studies reveal that curriculum changes, technological developments, and increasing complexity of student needs require educators to continue to improve their professional capacity. Competency development is carried out through various programs such as training, workshops, certifications, seminars, and further studies. Previous studies have shown that teachers who have continuous professional development opportunities tend to have better ability to manage learning than teachers who do not have similar opportunities. The findings show that competency development is an investment that directly contributes to improving the quality of education (Dacholfany et al., 2024; Sims et al., 2023).

Conceptually, the theory of human capital explains that improving the quality of human resources will produce added value for the organization. In the context of education, the added value is reflected in the improvement of the quality of learning, the effectiveness of classroom management, and the ability of educators to deal with change. The results of the literature review show that educational institutions that consistently implement competency development programs tend to be more successful in creating innovative and adaptive learning environments. Teachers who receive continuous training are able to integrate technology in learning, apply more creative methods, and build more effective interactions with students. Thus, competency development is an

important instrument in improving the quality of educational services.

In addition to having an impact on improving professional abilities, various studies show that competency development programs also affect the psychological aspects of educators. The opportunity to participate in training and career development can increase confidence, work motivation, and commitment to the profession. The results of the literature analysis showed that educators who felt they received development support from institutions tended to show a higher level of involvement in various organizational activities. These conditions contribute to the creation of a sustainable learning culture in the educational environment. These findings show that competency development has an impact that is not only technical, but also affects the psychological and social aspects of the organization.

This study interprets that competency development is a transformation mechanism that connects organizational needs with individual potential. These findings expand the perspective of human resource development which has been more focused on improving technical skills. In the context of education, competency development also plays a role in building an organizational culture that supports innovation, collaboration, and continuous learning. Competency development needs to be placed as the main strategy in an effort to improve the quality of education continuously.

Performance Evaluation, Motivation, and Well-Being

Performance evaluation has an important role in maintaining the quality of educators and the effectiveness of educational organizations. Performance evaluation is understood as a systematic process to measure the level of achievement of individuals against established standards. Various studies have shown that an objective and transparent evaluation system is able to help institutions identify strengths, weaknesses, and needs for educator development. In the context of education, performance evaluation not only serves as a supervisory tool, but also as a means of organizational learning that encourages continuous quality improvement. These findings suggest that evaluation conducted consistently can be the basis for more appropriate decision-making in human resource development (Alwaely et al., 2023; Hermawan et al., 2023; Kohan et al., 2023).

Effective performance evaluation must be supported by indicators that are clear and relevant to the professional duties of educators. The results of the literature review show that competency-based evaluations provide more accurate information about the contribution of individuals to the achievement of organizational goals. Through this evaluation, institutions can design training, mentoring, and career development programs that are more in line with the needs of educators. Thus, performance evaluation not only produces information about the level of work achievement, but also becomes a strategic instrument in

improving the quality of education as a whole.

In addition to evaluation, various studies show that work motivation is a factor that has a close relationship with the quality of educational performance. The results of the literature synthesis revealed that highly motivated educators tended to show greater dedication, creativity, and responsibility in carrying out their duties. Such motivation is influenced by a variety of factors, including awards, professional recognition, self-development opportunities, and a supportive work environment. These findings are in line with motivational theory which explains that the fulfillment of individual psychological needs will have an impact on increased productivity and work quality. Therefore, motivation needs to be understood as a strategic factor that supports the success of education (Anwar et al., 2021; Kumari & Kumar, 2023).

Literature review also shows that the welfare of educators is an important factor that determines the quality of education. Well-being is not only related to financial compensation, but it also includes job security, health, social relationships, and work-life balance. Various studies have found that educators who obtain an adequate level of welfare tend to be more focused in carrying out their professional duties. Based on these findings, this study develops an understanding that performance evaluation, motivation, and welfare are three interrelated elements in shaping educational performance. The integration of these three aspects results in a work environment that is more conducive to improving the quality of education in a sustainable manner.

Table 1. Synthesis of HRM Functions and Their Contributions to Educational Performance

HRM Function	Main Mechanism	Immediate Contribution	Broader Educational Contribution
Human resource planning	Identifying workforce needs, mapping competencies, and anticipating institutional changes	Alignment between organizational needs and available HR competencies	Organizational readiness, stability, and continuity of educational quality
Competency-based recruitment and selection	Matching individual competencies, professional integrity, and institutional requirements	Availability of competent and professionally suitable educators	Improved learning quality, organizational culture, institutional reputation, and long-term competitiveness
Competency and professional development	Training, workshops, certification, seminars, and further study	Improved pedagogical, professional, technological, and classroom-management capabilities	Innovation, adaptability, professional commitment, and a sustainable learning culture
Performance appraisal	Measuring achievement, identifying strengths	Increased productivity, accountability, and	Continuous improvement in educator and institutional performance

	and weaknesses, and determining development needs	accuracy of development programs	
Motivation and rewards	Professional recognition, career opportunities, appreciation, and a supportive work environment	Increased dedication, creativity, responsibility, and work engagement	Stronger organizational commitment and sustained educational service quality
Educator welfare	Financial compensation, job security, health support, social relations, and work–life balance	Greater job focus, satisfaction, and professional stability	A conducive work environment and sustainable educational performance
Integrated HRM practices	Simultaneous implementation of planning, recruitment, development, appraisal, motivation, and welfare	Improved learning quality, educator productivity, and academic achievement	Graduate competence, institutional reputation, organizational competitiveness, stakeholder satisfaction, and sustainable performance

Table 1 demonstrates that each human resource management function contributes to educational performance through distinct but interconnected mechanisms. Human resource planning establishes the foundation by aligning workforce availability and competencies with institutional needs, while competency-based recruitment ensures the selection of educators who possess appropriate professional capabilities and values. Competency development subsequently strengthens pedagogical, technological, and adaptive capacities, whereas performance appraisal provides a basis for identifying strengths, weaknesses, and development priorities. Motivation, rewards, and welfare further sustain educator commitment, job satisfaction, creativity, and professional stability. When these functions are implemented in an integrated manner, they generate immediate improvements in learning quality, educator productivity, and academic achievement, while also contributing to broader outcomes such as graduate competence, institutional reputation, organizational competitiveness, stakeholder satisfaction, and the sustainability of educational performance.

Integrative MSDM for Educational Performance Achievement

Previous theories and research show that all functions of MSDM have an integrated relationship in shaping educational performance. HR planning determines the direction of organizational management, recruitment produces qualified educators, competency development increases professional capacity,

while evaluation, motivation, and welfare maintain the sustainability of performance. Various studies show that the success of education cannot be explained by a single factor, but by the interaction of various functions of MSDM working simultaneously. These findings show that a partial approach in human resource management is inadequate to explain the complexity of educational performance involving various organizational dimensions.

There is a tiered relationship between inputs, processes, outputs, and educational outcomes. Input consists of the quality of educators and education personnel owned by the institution. The process includes all HR activities which include planning, recruitment, development, evaluation, and welfare management. Output is manifested in the quality of learning, student achievement, and the achievement of institutional standards. Meanwhile, outcomes are seen through graduate competence, institutional reputation, organizational competitiveness, and stakeholder satisfaction. This relationship shows that the success of education is the result of the HR management process that is carried out systematically and continuously.

This research produced a conceptual framework called the Integrative Model of MSDM-Educational Performance. This model explains that educational performance is the result of a dynamic interaction between the quality of human resources, organizational management practices, and the institutional environment. In contrast to previous models that tend to emphasize one specific aspect, this model shows that the success of education depends on the integration of all functions of MSDM in one mutually supportive system. The framework provides a more comprehensive perspective in explaining the relationship between human resource management and the quality of education.

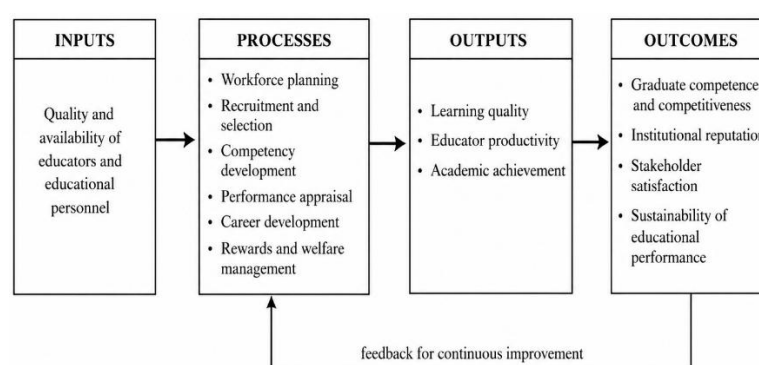


Figure 1. Integrative Model of Human Resource Management and Educational Performance

Figure 1 illustrates that educational performance is produced through a sequential and interconnected relationship among inputs, processes, outputs, and outcomes. The inputs comprise the quality and availability of educators and

educational personnel, which are managed through integrated HRM processes, including workforce planning, recruitment and selection, competency development, performance appraisal, career development, and rewards and welfare management. The effectiveness of these processes generates immediate educational outputs in the form of improved learning quality, educator productivity, and academic achievement. These outputs subsequently contribute to broader and long-term outcomes, including graduate competence and competitiveness, institutional reputation, stakeholder satisfaction, and the sustainability of educational performance. The feedback mechanism from outcomes to HRM processes indicates that the results achieved must be continuously evaluated and used as a basis for improving human resource policies and practices, thereby creating a dynamic and sustainable cycle of educational quality improvement.

The resulting model modifies the traditional MSDM approach by placing educational performance as a multidimensional outcome that includes both internal and external aspects of the organization. Educational performance is not only measured through academic achievement or learning effectiveness, but also through graduate competence, institutional reputation, organizational competitiveness, and stakeholder satisfaction levels. These findings produce a conceptual proposition that the effectiveness of MSDM is a major prerequisite for the creation of sustainable educational performance. Thus, this research provides a theoretical contribution in the form of developing an integrative model that can be used as a foundation in understanding and developing MSDM practices to improve the quality of education at various levels and institutional contexts.

CONCLUSION

This study concludes that the most important lesson from the literature synthesis is that sustainable educational performance is not determined by a single human resource management function, but by the systematic integration of workforce planning, competency-based recruitment and selection, professional development, performance appraisal, career management, motivation, rewards, and educator welfare. Effective HR planning provides the foundation for aligning institutional needs with human resource competencies, while the other HRM functions strengthen educator quality, productivity, commitment, and adaptability, which subsequently contribute to learning quality, academic achievement, graduate competence, institutional reputation, stakeholder satisfaction, and organizational competitiveness. The principal scientific contribution of this study lies in the development of an integrative HRM-Educational Performance model that connects inputs, management processes, outputs, and long-term outcomes within a unified conceptual framework, thereby extending previous studies that tend to examine HRM

practices and educational success indicators separately. Nevertheless, this study is limited by its reliance on secondary literature, the diversity of methodological and institutional contexts across the reviewed sources, and the absence of direct empirical validation in educational institutions. Future research should therefore test the proposed model quantitatively or through mixed-method and longitudinal designs, compare its application across different educational levels and institutional contexts, and examine the relative influence and interaction of each HRM function on specific dimensions of educational performance.

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