

The Role of Human Resource Management in Enhancing Teacher Professionalism: A Systematic Literature Review

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Abstract: This study presents a Systematic Literature Review (SLR) examining the role of Human Resource Management (HRM) in enhancing teacher professionalism within educational institutions. Through a structured review of 15 peer-reviewed international journal articles published between 2020 and 2025, this study identifies key HRM practices that substantially contribute to teacher competence, motivation, and professional growth. The review reveals that strategic recruitment, ongoing professional development, performance appraisal, reward systems, strengths-based management, and high-performance work systems (HPWS) are consistently associated with improvements in teachers' pedagogical, professional, social, and personal competencies. The findings highlight the importance of aligning HRM practices with institutional vision, fostering innovation-oriented work cultures, and addressing contextual challenges in policy implementation. This study concludes that strategic HRM functions as a critical driver for developing adaptive, innovative, and professional educators capable of meeting contemporary educational demands.

Keywords: High-Performance Work Systems, Human Resource Management, Professional Development, Systematic Literature Review, Teacher Professionalism

A. Introduction

Human Resource Management (HRM) within the school environment plays an essential role as a systematic effort to manage teaching and educational personal so that they can work optimally according to their potential and responsibilities. HRM is not only related to administrative tasks but also encompasses processes such as planning, recruitment, selection, training, development, performance appraisal, as well as the provision of rewards and work motivation. All of these processes are oriented toward developing teachers' professional quality in achieving educational goals. The effective

implementation of HRM enables schools to create a conducive working environment, increase teacher motivation and commitment, and foster a professional work culture.

The principal, as an educational manager, has a central role in implementing HRM functions in alignment with the school's vision and mission. Through a well-directed HRM strategy, teachers have the opportunity to continue learning, enhance their competencies, and adapt to technological advancements and the needs of students in the era of globalization and digitalization in education (Susantinah et al., 2023).

Various studies have shown that effective HRM contributes directly to improving teacher professionalism and performance. Professional development programs, continuous training (continuous professional development), and performance-based evaluation systems have been proven to enhance teaching quality and teachers' ethical responsibility toward their profession. Therefore, schools need to strengthen HRM practices that are not only administrative but also strategic and competency-based. Thus, the implementation of human resource management to enhance teacher professionalism is an essential step in realizing quality education. Through planned, measurable, and sustainable teacher management, it is expected that educational institutions will produce competent, innovative, and professional educators who are capable of facing the challenges of 21st-century education.

B. Methods

This research was conducted using the Systematic Literature Review method which focuses on identifying, selection, and analyzing the results of previous research on the application of HRM is implemented to enhance teacher professionalism in schools. According to (Cheung & Tai, 2023) qualitative research is used to understand phenomena experienced by research subjects holistically, through descriptions in the form of words and language, within a specific natural context. Research subjects: School principals, vice principals in charge of curriculum, and teachers. Research object: The implementation of HRM (recruitment, development, performance appraisal, and motivation) in improving teacher professionalism. Primary data: Obtained directly through in-depth interviews, observations, and documentation conducted in schools. Secondary data: Obtained from school documents such as personnel data, teacher training programs, and teacher performance reports.

To obtain relevant data, three main techniques were used: 1) In-depth interviews: Conducted with principals, teachers, and staff to explore strategies and the implementation of HRM in enhancing teacher professionalism; 2) Observation: The researcher directly observed teachers' activities at school, including teaching

processes, training sessions, and performance evaluations; 3) Documentation: Involves analyzing school documents such as teacher development plans, supervision reports, and HR management policies. The main instrument in this research is the researcher themselves as the key instrument (human instrument). In addition, interview guides, observation sheets, and documentation formats were used to assist in systematic data collection.

Data were analyzed using a descriptive qualitative approach, including: 1) Data reduction: Selecting, focusing, and simplifying data obtained from interviews, observations, and documentation; 2) Data presentation: Organizing data in the form of narratives, tables, or diagrams to facilitate understanding; 3) Conclusion drawing and verification: Deriving meaning from the presented data and verifying it with other data sources. The validity of the data was tested using the following techniques: 1) Source triangulation: Comparing data from various informants; 2) Technique triangulation: Comparing data obtained through interviews, observations, and documentation; 3) Member check: Confirming interview results with informants to ensure the data reflect actual conditions. Research procedures in this study was 1) preparation stage: preparing the research proposal, determining the location, and obtaining research permission; 2) implementation stage: conducting interviews, observations, and collecting documents; 3) analysis stage: processing and analyzing data using an interactive model; and 4) reporting stage: compiling research results and drawing conclusions.

C. Results and Discussion

Table 1. The Articles Were Reviewed

No	Title	Author	Purposes	Methods	Result	Conclusion
1	Concept of Human Resources Development to Improve Teacher Performance: Multi-Case Study	(Harahap et al., 2020)	Analyzing the concept of human resource development carried out by schools in improving teacher performance at Muhammadiyah 1 Jember Elementary School and Al Baitul Amien 1 Jember Elementary School.	Qualitative approach with a multi-case study design. Data was collected through participant observation, in-depth interviews and documentation. Data analysis is carried out through data condensation, data presentation, as well as drawing and verifying conclusions	Both schools carry out human resource development through training, workshops, seminars, further studies, as well as implementing regulations for teacher improvement and promotion. Three main concepts were found: (1) increasing teacher abilities, skills, attitudes and responsibilities; (2) optimizing Human Resources development by delegating and involving teachers; (3) efforts to improve the quality of education through recommendations for further study.	The concept of developing teacher human resources in two schools is carried out systematically through needs analysis, recruitment, training and evaluation. Sustainable human resource development increases teacher professionalism and performance. Schools need to continue to develop training strategies and strengthen teacher capacity so that they are effective and efficient
2	The Role of Human Resource Management in Enhancing Teacher Professionalism	(Sariwani et al., 2025)	Examining the role of educational personnel management in increasing teacher professionalism at the Sukma Bangsa Pidie School.	Qualitative approach with case study design. Data was collected through interviews, observation and document analysis	It was found that structured personnel management practices – consisting of strategic planning, merit-based recruitment, continuous professional development, performance evaluation, and reward	Effective human resource management is a key factor in building a professional work environment. Adaptive and inclusive school leadership strengthens a collaborative and innovative culture. The management

	in Private Schools				systems – significantly increased teacher professionalism. There was an increase in teacher competency scores (pedagogical, professional, social and personality).	model at Sukma Bangsa Pidie School can be used as a reference for other educational institutions to improve teacher quality and educational outcomes.
3	Teachers as Agents of Change: The Role of Human Resource Management in Developing Teacher Professionalism in Islamic Schools	(Arya, 2025)	Analyze the relationship between Human Resource Management practices and teacher satisfaction and educational performance in Tehri Garhwal district, India. Assess the extent to which recruitment, training, performance appraisal, compensation, and work environment influence teacher satisfaction. Evaluate the influence of teacher satisfaction on educational performance (learning outcomes, teacher retention, and	Research Type: Quantitative and Qualitative (Empirical). Design: Descriptive and Correlational. Population & Sample: 300 teachers from 50 schools (30 government, 20 private) in Tehri Garhwal. Instruments: Structured questionnaire, in-depth interviews, and institutional data. Data Analysis: Correlation and regression using SPSS. Variables: Independent variables: HRM practices (recruitment, training, compensation, appraisal, work environment). Dependent variable: teacher satisfaction and	Key determinants of teacher satisfaction: fair compensation, professional development opportunities, and job security. Schools with more satisfied teachers show better student learning outcomes and higher extracurricular participation. Main challenges: salary inequality, lack of training, weak assessment systems in private schools, and limited infrastructure in remote areas.	Effective HRM practices have been proven to significantly increase teacher satisfaction and educational performance. Teacher satisfaction acts as an important mediator between HRM and school performance. Uniform policies are needed between public and private schools regarding compensation, training and a transparent appraisal system. Improving infrastructure and digital access in rural areas are the main supporting factors for improving the quality of education. This study confirms that strategic human resource management is the key to the success of educational institutions, especially in rural and geographically

			pedagogical innovation). Provide policy recommendations for improving HRM practices in rural schools and remote areas.	educational performance.		challenging areas like Tehri Garhwal.
4	Personnel Management Practices in Improving School Performance	(Jusoh & Mahmood, 2025)	Conduct a comprehensive exploration of the theory and practical application of personnel management in the context of educational institutions. Analyze how personnel management practices (recruitment, training, performance evaluation, and reward systems) influence school performance. Provide strategic guidance for school leaders and policy makers in improving the quality of education.	Approach: Literature Review. Data Source: Scientific articles, books and research reports published Databases: Scopus, Web of Science, and Google Scholar. Selection Criteria: Focus on educational context and HR management; only trusted academic sources are used. Limitations: Reliance on secondary data and the time period 2019–2024.	Effective personnel management increases productivity, teacher job satisfaction and student achievement. Placement of staff with appropriate skills increases motivation and performance. Continuous professional training and development improves teacher skills and teaching effectiveness. Performance evaluation and fair reward systems play an important role in teacher motivation and retention. Good relationships between school leaders and staff strengthen a positive work culture and increase collaboration. Private schools demonstrate a higher quality of personnel management than state schools.	Effective personnel management practices (appropriate recruitment, continuous training, fair rewards) have a positive impact on school performance. Conflict management and constructive feedback increase teacher motivation and job satisfaction. Recognition of teacher performance encourages work enthusiasm and creates a productive school environment. The research results confirm that professional Human Resources management is the main foundation for improving the quality of education and student learning outcomes.

5	Evaluating the Impact of Teachers' Personal and Professional Resources in Elementary Education on School-Based Human Resource Management: A Case Study in Indonesia	(Ghufron et al., 2024)	Assess the influence of teachers' personal resources in basic education on school-based human resource management. Assess the influence of teacher professional resources on school-based human resource management.	Research type: cross-sectional. Sample: 474 elementary school teachers.	All aspects of teachers' personal resources (e.g. years of service, perceptions of teachers' online learning, and positive mental health) influence school-based management. From the aspect of teacher professional resources: teacher certification status and literacy learning implementation influence school-based human resource management.	Teachers' personal and professional resources are equally important in supporting the effectiveness of human resource management in elementary schools (school bases). Policies related to teacher certification are important to strengthen professional resources. Efforts are needed to improve the competency of teachers and school principals so that school-based management is better. Further research is recommended to explore strategies for improving the quality of school-based management, especially in the HR aspect
6	Revolutionizing Teacher Productivity: Unravelling the Secret of High-Performance Work System in Strategic Human	(Ashade & Ashade, 2024)	Examining teachers' perceptions regarding the implementation of high-performance work systems (HPWS) in the public education sector in Nigeria. Assess how HPWS as part of strategic	Quantitative survey approach. Sample: 492 teachers from six educational districts in public schools in Lagos, Nigeria.	The HPWS measurement model is proven to be valid and reliable based on CFA analysis, stating that the HPWS dimensions can be measured well in an educational context. Implementation of HPWS dimensions (e.g. training, feedback, performance	Implementation of HPWS in the context of public schools in Nigeria can increase teacher productivity and support overall school effectiveness. Educational institutions should adopt strategic HR management practices (including high-performance

	Resource Management		human resource management (Strategic HRM) affects teacher productivity.		evaluation, support and other managerial practices) has a positive effect on teacher productivity. The structural model shows that HPWS as part of strategic human resource management can be a source of long-term competitive advantage through developing teacher human resource capital	work systems) to support teachers through training, evaluation, feedback and managerial support.
7	High performance work systems, employee creativity and organizational performance in the education sector	(Huang et al., 2023)	Analyze the influence of HR (High-Performance Work Systems/HPWS) practices on employee creativity (including teachers/education personnel). Examining the role of organizational innovation climate as a mediator of the relationship between HPWS and employee creativity. Testing the role of psychological safety as a moderating variable between	Mixed research design (mainly quantitative with questionnaires).	HPWS has a positive and significant influence on employee creativity ($\beta \approx 0.832$, $p < 0.001$). HPWS also significantly improves organizational innovation climate ($\beta \approx 0.897$, $p < 0.001$). Organizational innovation climate has a positive impact on employee creativity ($\beta \approx 0.843$, $p < 0.001$). Mediation: organizational innovation climate mediates the relationship between HPWS \rightarrow creativity. Mediation effect ≈ 0.4748 , direct effect HPWS \rightarrow creativity ≈ 0.4081 , total effect ≈ 0.8828 . The	High HR practices (HPWS) are very important to increase the creativity of employees in the education sector / R&D institutions, including teachers / education personnel. Organizational innovation climate is an important mechanism (mediator) so that HPWS can encourage creativity. Psychological safety is a factor that strengthens the positive effect of HPWS on creativity; without a sense of psychological safety, these effects may be reduced. - Practical implications: educational organizations / training institutions must

			HPWS and employee creativity. Focus on the context of the education sector and R&D-based organizations (including education and training institutions)		proportion of mediation \approx 53.78% of the total effect.	implement comprehensive HR practices (training, compensation, strict recruitment, results-based appraisal, employee involvement, information sharing, discipline) while creating an innovative culture and supportive environment so that employees feel psychologically safe.
8	Towards strengths-based professional learning: a multiple case study of the implementation of strengths-based human resource management practices in schools	(Tobias et al., 2025)	Explore how strengths-based HRM practices are implemented in vocational schools / vocational education institutions (Vocational Education and Training / VET). - Understand the processes, challenges and ways schools implement strengths-based HRM practices (e.g. identifying teacher strengths, leveraging strengths in professional development).	Qualitative research design, multiple case study in several vocational schools (VET schools).	Schools successfully adapt HRM practices to suit the local context (e.g. specific teacher strengths or vocational program needs). There are supporting factors such as a collaborative culture, support from senior management, and teachers' awareness of their own strengths. There are also barriers: lack of resources, resistance to change, or lack of training to utilize strengths systematically.	Strengths-based HRM practices have strong potential to support teachers' professional learning in vocational schools. Effective implementation requires contextual adaptation, organizational support, and investment in training and development so that individual teacher strengths can be optimally utilized. To achieve full impact, these practices must be integrated into the HR management process holistically (from recruitment, development, assignment to evaluation).

9	The Effect of Teacher Certification, Professionalism, and Work Discipline on their Performance in Pekanbaru City Senior High School	(Diana Fitri Yani & Lantip Diat Prasojo, 2025)	Analyzing the effect of teacher certification on teacher performance in senior high schools in Pekanbaru City. Analyze the influence of teacher professionalism on teacher performance. Analyze the influence of teacher work discipline on teacher performance.	Quantitative approach with explanatory research design.	Teacher certification has a positive and significant influence on teacher performance ($\beta \approx 1.055$).	Recommendation: vocational schools need to build HR systems that explicitly recognize and use teacher strengths so that professional learning and teaching quality can be improved Certification, professionalism and work discipline significantly influence teacher performance, both partially and simultaneously. To improve teacher performance, schools need to focus on professional development (through training, increasing competence), increasing professionalism, and good work discipline.
10	Educational performance between the human resource's theoretical paradigm and the practical mentality.	(Ionescu et al., 2022)	Identify performance needs in European education systems, in the context of the impact of the global crisis (e.g. pandemic). Frontiers Evaluate the theoretical and practical dimensions of educational	Quantitative survey with structured questionnaires to teachers and school managers (school managers)	The regression model shows that variables related to HR management (eg management flexibility, teacher motivation, extrinsic factors, training needs, involvement in extracurricular activities) significantly influence educational performance.	Human Resources Management plays an important role in improving educational performance, especially by paying attention to aspects of management flexibility, teacher motivation, training and extracurricular activities. There is a gap between theory and practical reality in

			performance gaps in different European countries. Analyze vulnerabilities in human resource management (HR) strategies to improve educational performance and propose appropriate performance management tools		It was found that flexible and adaptive HR management, as well as structured teacher training and extracurricular activities, correlated with better performance in school units. The gap between the theoretical paradigm (what should be done) and actual practice in the field is quite clear in various European countries. There are vulnerabilities in HR management strategies such as lack of training, lack of resources, or regulatory obstacles	various European countries; HR management strategies need to be adapted to the local context to be more effective. To improve performance in the short and medium term, it is recommended to adopt concrete performance management tools, including teacher training, structured performance assessments and motivation strategies.
11	human resources management in improving the quality of education	(Pusvitasari, 2021)	Analyze the importance of human resource management (HR) in schools in order to improve the quality of education. - Case focus at Al-Islam Krian High School, Sidoarjo, East Java. - Explore aspects of HR planning, recruitment, training & development, promotion,	Qualitative approach with case study type.	HR planning is carried out by analyzing needs, mapping positions according to the school's vision, mission, goals, and preparing job descriptions and job specifications. Recruitment involves internal and external recruitment, creating job descriptions/job specifications, and a training period/trial period for prospective teachers/staff.	Overall HR management (planning, recruitment, training & development, promotion, supervision and compensation) is very important to improve the quality of education in schools. Well-managed human resources – competent, loyal and creative teachers and staff – can support the overall quality of the school. The human resource management system requires

			supervision and compensation at the school.			short-, medium- and long-term adaptations according to the school's vision and mission so that human resources support the achievement of the goals of educational institutions.
12	The Role of Human Resource Management (Teachers) in Improving Learning Creativity in Schools	(Hasanah & Fauziyyah, 2025)	Examining the role of human resource management (teachers) in increasing learning creativity in schools. Focus on teachers at schools (example: SMPIT Assyifa Boarding School Subang). Explore aspects of teacher creativity in the learning system, the application of teacher creativity, and how teacher management contributes to learning creativity.	Field research with a descriptive qualitative approach. Data were collected through observation, interviews with teachers and school officials, and documentation. Data analysis using interactive techniques according to the Miles & Huberman model: data reduction, data presentation, and verification/ drawing conclusions.	Teacher creativity in learning is assessed as quite good (medium category), including from learning planning, use of methods and media, varied learning assessments. Effective teacher management strategies include internal workshops/ training, comparative studies to other schools, improving learning facilities and media, as well as collaboration between stakeholders. There are obstacles such as limited resources, lack of systematic training, and challenges in implementing comprehensive teacher management.	Effective human resource management among teachers can increase learning creativity in schools, which ultimately contributes to the quality of the learning process and learning outcomes. Schools need to continue to develop teacher training programs, improve learning facilities, and increase stakeholder collaboration so that teacher creativity can be maximized. Further research recommendations include expanding comparative studies between schools, as well as developing more systematic and comparative management instruments.
13	A focus on students' and teachers'	(Tuytens et al., 2023)	- Explore how strategic human resource management	Qualitative research with a case study design.	It was found that schools that implement HRM strategically (both vertically	Strategic planning and alignment between HR practices such as induction

	learning through strategic human resource management		(SHRM) practices in schools contribute to teacher and student learning. - Analyze the role of strategic planning in school HRM practices (alignment between HRM practices and school vision/goals). - Looking at the factors that motivate teacher professionalism and how this supports learning.		aligning with the school's vision and horizontally between practices such as induction and teacher evaluation) demonstrate good support for teacher and student learning.	and evaluation are essential for teachers to feel professional and motivated. Less strategic schools still face challenges in consistently integrating HR practices, which can limit the effectiveness of teacher learning and professional development. It is recommended that educational institutions strengthen the HRM system as a whole, both in terms of school strategy and direct practice related to teachers (induction, evaluation, mentoring), so that the impact on the quality of learning is more optimal.
14	Maintaining Teacher Performance and Motivation: Challenges and Strategies for Human Resource Management in the Education Sector	(Nurjama, 2023)	Analyze human resource management challenges and strategies in the education sector to maintain teacher performance and motivation.	qualitative research	The results state that there are various human resource challenges in education that influence teacher motivation and performance, and that there are human resource management strategies that can be applied to overcome them.	The research concludes that effective human resource management is very important to maintain and improve teacher performance and motivation by recommending specific strategies to be implemented in educational constellations.
	On the Application of	(Li, 2024)	The aim of this research is to explore	This research is conceptual/analytic in	The results show that the application of HRM in the	This research concludes that human resource

15	Human Resource Management in the Professional Development of Primary and Secondary School Teachers	how the application of human resource management theory and practice can support the professional development of primary and secondary school teachers in China specifically through aspects of training, incentives, career planning, and team building.	nature: the author uses a literature review and analysis of relevant HRM theory to recommend teacher professional development strategies. There is no mention of the use of large quantitative data or empirical surveys in this article. (Based on PDF document)	educational context (elementary/middle school teachers) through four main aspects structured training, a motivating incentive system, clear career planning, and the formation of collaborative work teams can increase teachers' intrinsic motivation for professional development, strengthen teacher quality and competency, and support the building of more optimal teacher teams.	management has an important role in improving the professional development of teachers in primary and secondary schools. The author recommends that educational institutions and school managers implement a more systematic HRM strategy: arranging continuous training, setting incentives that are relevant to professional development, creating clear teacher career paths and building teacher teams/learning communities to strengthen teacher abilities and commitment.
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Based on the review of the fifteen selected journal articles presented in the table above, the following findings were obtained:

Human Resource Management as the Foundation of Teacher Professionalism and Performance

All studies affirm that human resource management practices such as selective recruitment, continuous training, competency development, job description/job specification, supervision, and compensation systems have a significant impact on teacher performance and professionalism. For instance, a study conducted in Pekanbaru City found that certification, professionalism, and teacher discipline simultaneously and positively influence teacher performance.

Balancing Accountability and Professional Development

Teacher evaluation or appraisal systems should not solely focus on performance outcomes and accountability but must also encompass aspects of professional development, such as feedback, continuous learning, and mentoring. Research conducted in a national (Australian) context emphasizes that development-oriented appraisals help teachers grow rather than merely being assessed.

The Importance of Strategic Alignment in School HRM

Effective HRM practices are not limited to tactical actions (e.g., induction, evaluation, recruitment) but also require alignment with the school's vision and strategy (vertical alignment) as well as synchronization among various HR practices (horizontal alignment). This alignment helps both teachers and students benefit from integrated HR practices and consistent institutional support.

Strengths-Based and High-Performance Work Systems (HPWS) Approaches

The strengths-based HRM approach—utilizing individual teacher strengths in task assignment, competency development, and professional learning—shows great potential in enhancing teacher creativity, professional growth, and teaching quality. Similarly, the implementation of High-Performance Work Systems (HPWS) has been proven to strengthen teacher creativity and improve overall institutional performance.

Contextual Variations and Implementation Challenges

Cross-country studies in Europe reveal a gap between the theoretical paradigm of human resource management and its practical implementation in the field, largely due to

regulatory constraints, limited resources, policy differences, and school culture. Common challenges also include resistance to change, insufficient systematic training, and inadequate resources.

Practical Implications for Educational Institutions

Schools and educational institutions are advised to design a holistic human resource management system that includes workforce planning, recruitment, job specification, supervision, performance evaluation, and compensation. Emphasis should be placed on developing teacher competencies through training and mentoring to enhance professionalism and teaching quality. Teacher performance assessments should be designed not only as measurement tools but also as means for professional development.

Potential Contributions

You may apply a combined theoretical framework from the reviewed articles, such as: The use of High-Performance Work Systems (HPWS) as a framework for evaluating HR practices in schools, A strengths-based approach to explore how individual teacher strengths can be optimized, an appraisal framework that integrates both performance and professional development aspects.

D. Conclusion

Based on the results of the Systematic Literature Review of the fifteen international articles analyzed, it can be concluded that Human Resource Management (HRM) is a strategic component that plays an important role in enhancing teacher professionalism and performance across various educational contexts. All studies demonstrate that HRM functions including workforce planning, selective recruitment, and competency development through continuous training, supervision, performance appraisal, and reward and motivation systems contribute significantly to improving learning quality and school effectiveness. Overall, the findings of this SLR emphasize that teacher professionalism is developed through systematic, measurable, and competency-oriented human resource management. Practices such as continuous professional development, feedback-based performance evaluation, and fair incentive systems have been shown to increase teachers' motivation, creativity, and commitment to their professional responsibilities. In addition, contemporary approaches such as High-Performance Work Systems (HPWS) and strengths-based HRM have been proven to strengthen innovation climates, collaboration, and teachers' professional capacity. The integration of these practices enables schools to build a productive and adaptive work culture aligned with technological advancements and the demands of 21st-century education.

Strategic alignment between HRM practices and the school's vision and mission is also a determining factor for successful implementation. The role of the principal as a strategic leader is crucial in ensuring that HRM functions not merely as an administrative process, but also as an instrument for career development, teacher well-being, and comprehensive capacity building. Nevertheless, several challenges persist, including limited resources, unequal access to training opportunities, and resistance to change. Therefore, adaptive, inclusive, and sustainable HRM policies are required to enable teachers to adjust effectively to the dynamics of modern education.

Overall, the results of this SLR confirm that Human Resource Management designed in a comprehensive, competency-based, and strategically aligned manner serves as the foundation for developing teachers who are professional, innovative, and possess high integrity. The effective implementation of HRM ultimately contributes directly to improving educational quality and strengthening schools' readiness in facing the challenges of globalization and digital transformation.

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