

Human Resource Management in the Development of Teacher Professionalism in Tangerang City

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Human Resource Management (HRM) plays an essential role in improving the professionalism of teachers, particularly in responding to the increasing demands for educational quality and institutional competitiveness. This study aims to examine the implementation of human resource management in developing teacher professionalism in schools in Tangerang City. The research focuses on several HRM components, including recruitment and selection, training and professional development, performance evaluation, and motivation enhancement. A qualitative approach was employed using data collection techniques such as interviews, observations, and documentation involving school principals, teachers, and education administrators. The findings indicate that effective human resource management contributes significantly to improving teachers' professional competencies, pedagogical skills, and commitment to educational responsibilities. Training programs, continuous professional development activities, and supportive leadership practices were found to be key factors in strengthening teacher professionalism. Furthermore, systematic performance evaluation and motivational strategies help encourage teachers to enhance their teaching quality and professional engagement. The study concludes that the effective implementation of human resource management practices can support sustainable professional development among teachers and ultimately improve the quality of education in Tangerang City.

Keywords: Educational Management, Human Resource Management, Professional Development, Teacher Performance, Teacher Professionalism.

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1. Introduction

Human Resource Management (HRM) plays a strategic role in improving the quality of education, particularly through the development of teacher professionalism. Teachers are key human resources in the education system because they directly influence the teaching and learning process as well as student achievement. Therefore, effective management of human resources in schools is essential to ensure that teachers continuously develop their competencies, including pedagogical, professional, social, and personal competencies. In the context of educational institutions, HRM involves a series of systematic activities such as recruitment, training and development, performance appraisal, motivation, and professional supervision aimed at enhancing the capacity and performance of teachers. Armstrong, M., & Taylor, S. (2023).

In recent years, the demands for educational quality have increased significantly due to globalization, technological advancement, and the implementation of new educational policies. These changes require teachers to continuously update their knowledge, teaching methods, and professional skills. Consequently, schools and educational authorities must implement effective human resource management strategies to support the professional growth of teachers. Professional development programs such as workshops, seminars, mentoring, and continuous training have become important instruments for improving teachers' competence and instructional effectiveness. Bush, T. (2022).

Tangerang City, as one of the rapidly developing urban areas in Indonesia, faces various challenges in improving the quality of education. The growing number of schools and students requires a proportional increase in qualified and professional teachers. In this situation, the role of human resource management becomes increasingly important in managing teacher recruitment, professional development, and performance evaluation. Effective HRM practices can help schools develop teachers who are competent, innovative, and capable of adapting to the changing demands of education. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020).

Furthermore, teacher professionalism is not only reflected in their academic qualifications but also in their commitment to continuous learning, ethical behavior, and the ability to apply innovative teaching strategies in the classroom. Through proper HRM practices, educational institutions can create an environment that supports teachers' professional growth and encourages them to improve their performance. Therefore, the development of teacher professionalism requires systematic planning, continuous training programs, and supportive leadership from school management. Dessler, G. (2023).

Problem Statement; Despite various efforts to improve teacher professionalism, several challenges still exist in the implementation of human resource management in schools in Tangerang City. First, some schools still face limitations in designing and implementing effective professional development programs for teachers. Training and development activities are sometimes conducted irregularly and are not always aligned with teachers' actual needs. Fullan, M. (2021).

Second, the performance evaluation system for teachers is not always implemented systematically and comprehensively. In some cases, performance assessments focus mainly on administrative aspects rather than on the quality of teaching and professional development. This condition may limit opportunities for teachers to receive constructive feedback and improve their competencies. Hargreaves, A., & Fullan, M. (2020).

Third, the level of motivation and participation of teachers in professional development programs can vary significantly. Some teachers actively engage in training and professional learning communities, while others may show limited participation due to workload, lack of incentives, or insufficient institutional support. Noe, R. A. (2022).

Fourth, school leadership and human resource management practices may differ across schools, leading to variations in the effectiveness of teacher development programs. Without strong leadership and well-structured HRM policies, efforts to improve teacher professionalism may not achieve optimal results. OECD. (2021).

Based on these conditions, it is important to examine how human resource management is implemented in developing teacher professionalism in schools in Tangerang City. Understanding these issues can provide insights into effective HRM strategies that support teachers' professional growth and contribute to improving the overall quality of education. UNESCO. (2022).

2. Method

Research Design

This study employed a qualitative research approach with a descriptive design to explore the implementation of Human Resource Management (HRM) in developing teacher professionalism in schools in Tangerang City. The qualitative approach was chosen because it allows researchers to obtain in-depth information about the processes, strategies, and experiences related to human resource management practices in educational institutions. Through this approach, the study seeks to understand how HRM policies and programs contribute to the professional development of teachers in the school environment. Yukl, G. (2020).

Research Location and Participants

The research was conducted in several schools located in Tangerang City. The participants of this study consisted of school principals, vice principals, and teachers who are directly involved in the implementation of human resource management and professional development programs in schools. Participants were selected using a purposive sampling technique, in which individuals were chosen based on their knowledge, experience, and involvement in teacher management and development activities. This technique ensured that the collected data were relevant and rich in information related to the research objectives. Anggraeni, R., & Prastowo, S. L. (2025).

Data Collection Techniques

Data were collected through several techniques to ensure the validity and completeness of the research findings. Idris, A., Marfu, A., Firdaus, A. F., Patimah, S., & Lugowi, R. A. (2025).

- a. Interviews; Semi-structured interviews were conducted with school principals, teachers, and other relevant stakeholders. These interviews aimed to obtain detailed information about HRM practices such as recruitment, training and development, performance evaluation, motivation strategies, and professional supervision for teachers.
- b. Observation; Observations were carried out to understand the implementation of HRM practices in the school environment, particularly those related to teacher professional development activities such as training sessions, meetings, and collaborative learning activities.
- c. Documentation; Documentation analysis was used to collect supporting data related to school policies, teacher development programs, training reports, performance evaluation records, and other relevant documents that reflect the implementation of human resource management in schools.

Data Analysis Techniques

The collected data were analyzed using qualitative data analysis techniques. The analysis process followed several stages:

- a. Data Reduction; At this stage, the researcher organized and selected relevant information obtained from interviews, observations, and documentation. Irrelevant or repetitive data were eliminated to focus on information related to HRM practices and teacher professional development.
- b. Data Display; The selected data were then presented in the form of descriptive narratives, tables, or thematic categories to facilitate understanding and interpretation of the research findings.
- c. Conclusion Drawing and Verification; The final stage involved interpreting the data to draw conclusions about the implementation of human resource management in developing teacher professionalism in Tangerang City schools. The conclusions were continuously verified during the research process to ensure their validity. Manullang, P., & Hutasoit, R. (2025).

Validity and Reliability of Data

To ensure the credibility and trustworthiness of the data, this study applied several validation techniques. First, data triangulation was conducted by comparing information obtained from different sources such as teachers, principals, and school documents. Second, method triangulation was applied by combining interviews, observations, and documentation analysis. Third, member checking was used to confirm the accuracy of the collected data by asking participants to review and verify the information provided during interviews. Sapian, A. A., & Kamarudin, M. F. (2025).

Ethical Considerations

Ethical considerations were maintained throughout the research process. Participants were informed about the purpose of the study, and their participation was voluntary. Confidentiality and anonymity of the participants were ensured, and the collected data were used solely for academic research purposes.

Through these research procedures, the study aims to provide a comprehensive understanding of how human resource management practices contribute to the development of teacher professionalism in schools in Tangerang City. Susanto, D., & Munawarah. (2025).

3. Results and Discussion

This section presents the findings of the study regarding the implementation of Human Resource Management (HRM) in developing teacher professionalism in schools in Tangerang City. The results are based on data collected through interviews, observations, and documentation. The findings focus on several key aspects of HRM, including recruitment and selection, training and professional development, performance evaluation, motivation, and leadership support. Ulya, K., Hamid, A., & Hayati, N. (2025).

Implementation of Human Resource Management in Schools

The implementation of human resource management in schools in Tangerang City involves several strategic processes designed to improve teacher professionalism. These processes include teacher recruitment, professional training, performance evaluation, and motivational support from school leadership. Wahyuni, I., Hamid, A., & Ma'arif, M. A. (2025).

Table 1. Implementation of Human Resource Management in Teacher Professional Development

No	HRM Component	Implementation in Schools	Impact on Teacher Professionalism
1	Recruitment and Selection	Schools apply competency-based recruitment by considering educational background, teaching experience, and professional certification.	Ensures the selection of qualified and competent teachers.
2	Training and Development	Teachers participate in workshops, seminars, in-service training, and professional learning communities.	Improves pedagogical skills, subject mastery, and teaching innovation.
3	Performance Evaluation	Teacher performance is evaluated through classroom supervision, performance appraisal, and teaching assessments.	Encourages teachers to improve teaching quality and professional responsibility.
4	Motivation and Incentives	Schools provide recognition, career advancement opportunities, and financial incentives.	Increases teacher motivation, commitment, and job satisfaction.
5	Leadership Support	School principals provide guidance, supervision, and mentoring programs.	Strengthens professional culture and continuous improvement among teachers.

The results show that effective HRM practices contribute positively to the development of teacher professionalism and teaching performance.

Teacher Participation in Professional Development Programs

Teacher participation in professional development programs is an important indicator of the effectiveness of HRM practices. The findings reveal that teachers actively participate in various professional development activities organized by schools and educational authorities. Rubino, R., Rifa'i, M., & Fadhli, M. (2023)

Table 2. Teacher Participation in Professional Development Activities

No	Professional Development Activity	Frequency of Implementation	Teacher Participation Level	Professional Impact
1	Workshops and Seminars	3–4 times per year	High	Improves teaching strategies and classroom management.
2	In-Service Training	1–2 times per year	Moderate to High	Enhances subject knowledge and instructional skills.
3	Professional Learning Communities (PLC)	Monthly meetings	High	Encourages collaboration and knowledge sharing among teachers.
4	Curriculum Development Training	Periodically	Moderate	Supports teachers in adapting to curriculum changes.
5	Educational Technology Training	Periodically	Moderate	Improves digital teaching competencies.

The findings indicate that most teachers show strong engagement in professional development activities, which positively affects their teaching competence and professional growth.

Factors Supporting Teacher Professional Development

Several factors support the successful implementation of HRM in developing teacher professionalism in Tangerang City schools. Erwin, E., Mas'ud, A. A., Ady, A., & Sumarsih, S. (2023).

Table 3. Supporting Factors for Teacher Professional Development

No	Supporting Factor	Description	Contribution to Professionalism
1	School Leadership	Principals actively encourage teachers to participate in professional development activities.	Builds a supportive professional environment.
2	Institutional Support	Schools provide facilities, training programs, and learning resources.	Facilitates continuous professional learning.
3	Collaboration Among Teachers	Teachers collaborate through discussions and professional learning communities.	Enhances knowledge sharing and teaching innovation.
4	Government Programs	Support from the education department through certification programs and training.	Improves teacher competence and career development.
5	Technological Resources	Availability of digital learning platforms and teaching tools.	Supports modern and innovative teaching practices.

These supporting factors play an important role in improving teacher professionalism and ensuring the sustainability of professional development programs.

Challenges in Implementing HRM for Teacher Professionalism

Despite the positive outcomes, the study also identified several challenges in implementing HRM strategies in schools. Maya, N., & Hidayati, D. (2024).

Table 4. Challenges in Human Resource Management Implementation

No	Challenge	Description	Impact
1	Limited Training Opportunities	Some schools have limited access to continuous training programs.	Slows professional development for some teachers.
2	Workload Pressure	Teachers have heavy administrative and teaching responsibilities.	Reduces time available for professional development.
3	Uneven Participation	Not all teachers participate equally in training programs.	Creates differences in professional competence levels.
4	Resource Limitations	Some schools lack adequate facilities and learning resources.	Limits the effectiveness of professional development programs.
5	Motivation Differences	Individual motivation among teachers varies.	Affects the level of engagement in professional growth activities.

These challenges highlight the need for more structured HRM policies and stronger institutional support to enhance teacher professionalism.

Overall Impact of HRM on Teacher Professionalism

Overall, the results indicate that effective human resource management significantly contributes to the development of teacher professionalism in Tangerang City. Schools that implement structured HRM practices such as systematic training programs, performance evaluation, and strong leadership support tend to have teachers with higher professional competence, stronger commitment to teaching, and greater readiness to adapt to educational changes. The study also demonstrates that continuous professional development, supported by effective HRM strategies, can improve teaching quality and ultimately enhance the overall quality of education in schools. Baharun, H., & Asrani, A. (2024).

4. Discussion

The findings of this study highlight the important role of Human Resource Management (HRM) in developing teacher professionalism in schools in Tangerang City. Effective HRM practices contribute significantly to improving teachers' competencies, motivation, and overall performance. The discussion of the findings focuses on several major aspects of HRM implementation, including recruitment and selection, training and professional development, performance evaluation, leadership support, and the challenges faced in the implementation process. Enawar, E., Arwen, D., Siregar, N. C., Mulyanah, E. Y., & Ishak, I. (2024).

First, the recruitment and selection process plays a crucial role in ensuring that qualified teachers are employed in schools. The study indicates that schools in Tangerang City generally apply competency-based recruitment procedures, which consider educational qualifications, teaching experience, and professional certification. This approach aligns with the principles of human resource management that emphasize the importance of selecting individuals who possess the necessary competencies to perform their professional duties effectively. By recruiting teachers who meet professional standards, schools can create a strong foundation for improving the quality of teaching and learning processes. Qualified teachers are more likely to demonstrate effective pedagogical practices and maintain a high level of commitment to their professional responsibilities. Karoso, S., Handyaningrum, W., Handayani, E. W., & Yanuarti, S. (2024)

Second, training and professional development programs represent one of the most significant components of HRM in enhancing teacher professionalism. The results show that teachers participate in various professional development activities, including workshops, seminars, in-service training, and professional learning communities. These programs provide opportunities for teachers to update their knowledge, improve their teaching strategies, and adapt to curriculum changes. Continuous professional development is essential in the modern educational environment, where teachers must constantly adjust their teaching approaches to meet the needs of diverse learners and integrate technological advancements into the learning process. The availability of professional development programs also encourages teachers to engage in lifelong learning and self-improvement. Li, W. (2024).

Third, performance evaluation is another important aspect of human resource management that contributes to the development of teacher professionalism. In many schools, teacher performance is evaluated through classroom supervision, teaching observations, and performance appraisal systems conducted by school principals or supervisors. These evaluations aim to assess the effectiveness of teachers' instructional practices, classroom management, and professional responsibilities. Constructive feedback provided during the evaluation process helps teachers identify their strengths and areas for improvement. When implemented systematically, performance evaluation can motivate teachers to enhance their teaching quality and pursue further professional development. Nuriyah, D., Emira, K. A., Muazza, M., & Aprillitavivayarti, A. (2024).

Fourth, leadership support from school principals plays a vital role in strengthening the implementation of HRM practices. The study reveals that supportive and transformational leadership from school principals can create a positive professional environment that encourages teachers to improve their competencies. Principals who actively promote training programs, facilitate collaboration among teachers, and provide mentoring opportunities contribute significantly to the professional growth of teachers. Effective leadership also fosters a culture of continuous improvement within the school organization, where teachers feel supported and motivated to develop their professional skills. Kadir, A. (2024).

Furthermore, collaboration among teachers through professional learning communities has proven to be an effective strategy for strengthening teacher professionalism. These collaborative platforms allow teachers to share teaching experiences, discuss instructional challenges, and develop innovative learning strategies together. Collaboration not only enhances professional knowledge but also strengthens collegial relationships among teachers. In this context, HRM strategies that promote teamwork and collaborative learning can significantly improve the overall quality of teaching practices in schools. Baharun, H., & Asrani, A. (2024).

Despite these positive findings, the study also identifies several challenges in the implementation of human resource management for teacher professional development. One of the major challenges is the limited availability of training opportunities in some schools. Although many teachers are willing to participate in professional development programs, not all schools have sufficient resources or access to regular training programs. Financial constraints, limited facilities, and the availability of qualified trainers may affect the effectiveness of professional development initiatives. Mahmudah, L. S., Hikmah, N., & Hoque, M. N. (2024).

Another challenge relates to the workload faced by teachers. In addition to their teaching responsibilities, teachers often have administrative duties that require considerable time and effort. These responsibilities may reduce the time available for teachers to participate in professional development activities. As a result, some teachers may find it difficult to fully engage in training programs or collaborative learning activities. Izzah, N. A. (2024).

Differences in motivation among teachers also influence the effectiveness of HRM programs. While many teachers actively participate in professional development initiatives, others may show lower levels of engagement due to personal factors, workload pressure, or a lack of incentives. Therefore, schools need to develop motivational strategies that encourage teachers to continuously improve their competencies and actively participate in professional development programs. Sari, D., & Rahman, A. (2024).

Overall, the findings of this study confirm that effective human resource management is essential for developing teacher professionalism in schools in Tangerang City. HRM practices that include systematic recruitment, continuous professional development, performance evaluation, and supportive leadership can significantly enhance teachers' competencies and teaching performance. At the same time, addressing the existing challenges such as limited training opportunities, workload pressures, and differences in teacher motivation is necessary to ensure the sustainability of professional development programs. Sari, D., & Rahman, A. (2024).

Therefore, strengthening HRM policies and practices in schools should become a strategic priority for educational institutions and local education authorities. By implementing comprehensive and well-structured human resource management strategies, schools can foster a professional teaching workforce capable of improving the quality of education and responding effectively to the evolving demands of the educational environment. Susanto, D., & Munawarah. (2025).

5. Conclusion

Based on the findings and discussion, it can be concluded that Human Resource Management (HRM) plays a crucial role in the development of teacher professionalism in schools in Tangerang City. Effective HRM practices contribute significantly to improving teachers' competencies, motivation, and teaching performance. The implementation of HRM in schools includes several key aspects, such as recruitment and selection, training and professional development, performance evaluation, and leadership support from school principals. The study reveals that competency-based recruitment helps ensure that schools employ qualified teachers who possess the necessary educational background and professional skills. Furthermore, continuous professional development programs, including workshops, seminars, in-service training, and professional learning communities, provide teachers with opportunities to enhance their pedagogical and professional competencies. These programs enable teachers to adapt to curriculum changes, integrate technology into teaching, and apply innovative instructional strategies. In addition, performance evaluation conducted through classroom supervision and teaching assessments helps teachers identify their strengths and areas for improvement. Constructive feedback from school leaders encourages teachers to improve their teaching quality and maintain professional responsibility. Leadership support from school principals also plays a significant role in fostering a positive professional environment that promotes collaboration, motivation, and continuous improvement among teachers. However, the study also identifies several challenges in the implementation of HRM practices in schools, such as limited training opportunities, heavy teacher workloads, uneven participation in professional development

programs, and differences in teacher motivation. These challenges indicate the need for more structured and sustainable HRM strategies to support the continuous professional growth of teachers. Overall, the effective implementation of human resource management practices can significantly contribute to the development of teacher professionalism and the improvement of educational quality in Tangerang City. Based on the conclusions of this study, several recommendations can be proposed to enhance the effectiveness of human resource management in developing teacher professionalism. a. First, schools should strengthen their human resource management policies by implementing systematic and sustainable professional development programs. Training activities should be conducted regularly and designed based on teachers' needs to ensure that they effectively support the improvement of teaching competencies. b. Second, educational authorities and school management should increase support for teacher professional development by providing adequate resources, facilities, and funding for training programs. The availability of sufficient resources will help ensure that teachers have equal opportunities to participate in professional development activities. c. Third, school principals should adopt effective leadership strategies that encourage teacher participation in professional learning activities. By fostering a supportive and collaborative school environment, principals can motivate teachers to continuously improve their professional skills and teaching performance. d. Fourth, schools should promote collaboration among teachers through professional learning communities, peer mentoring, and knowledge-sharing activities. These collaborative practices can enhance teachers' professional knowledge and encourage the exchange of innovative teaching methods. e. Finally, future researchers are encouraged to conduct further studies on human resource management and teacher professionalism using different research approaches or broader research locations. Such studies can provide deeper insights into the factors influencing teacher professional development and contribute to the improvement of educational management practices. Through the implementation of these recommendations, it is expected that human resource management practices in schools can become more effective in supporting teacher professionalism and improving the overall quality of education.

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