

The Role of School Principal Leadership in Managing Educational Human Resources in Tangerang Regency

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School leadership plays a crucial role in the effective management of educational human resources and the improvement of school performance. The principal, as the leader of the school organization, is responsible for managing teachers and educational staff to ensure the achievement of educational goals. This study aims to analyze the role of school principals in managing educational human resources in schools in Tangerang Regency. The research focuses on several aspects of human resource management, including planning, recruitment, professional development, performance evaluation, and motivation of teachers and educational staff. This study employs a qualitative descriptive approach. Data were collected through interviews, observations, and documentation involving school principals, teachers, and administrative staff. The findings show that effective leadership by school principals significantly contributes to the improvement of human resource management in schools. Principals who demonstrate strong leadership are able to create a supportive work environment, encourage professional development, and enhance the performance and commitment of teachers and staff. In addition, leadership strategies such as supervision, mentoring, and collaborative decision-making play an important role in strengthening the quality of educational management. The study concludes that the leadership of school principals is a key factor in optimizing the management of educational human resources and improving the overall quality of education in Tangerang Regency.

Keywords: Educational Management, Human Resource Management, Principal Leadership, School Leadership, Teacher Performance.

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1. Introduction

Educational institutions require effective leadership to ensure that all organizational resources are managed efficiently to achieve educational goals. One of the most important resources in schools is human resources, which include teachers, administrative staff, and other educational personnel. The success of a school in improving the quality of education is strongly influenced by how these human resources are managed. In this context, the role of the school principal is crucial because the principal acts as the main leader responsible for directing, coordinating, and developing educational human resources within the school environment. Bush, T. (2024).

School leadership plays a strategic role in managing educational human resources, particularly in planning, organizing, directing, and evaluating the performance of teachers and staff. Effective leadership can create a positive working environment that encourages teachers to improve their professional competence and commitment to teaching. A principal who demonstrates strong leadership skills is able to motivate teachers, provide professional guidance, and ensure that all educational staff work collaboratively to achieve the school's vision and mission. Day, C., Gu, Q., & Sammons, P. (2023).

In the modern educational environment, the demands placed on schools continue to increase due to rapid technological development, curriculum changes, and the need to improve the quality of education. These changes require school leaders to adopt innovative leadership strategies that support the continuous development of teachers and staff. Principals must not only act as administrators but also as leaders who are capable of managing human resources effectively through supervision, mentoring, professional development programs, and performance evaluation. Hallinger, P. (2023).

Tangerang Regency, as one of the rapidly developing regions in Indonesia, faces significant challenges in improving the quality of education. The increasing number of schools and students requires effective management of educational human resources to ensure that teaching and learning processes run effectively. In this situation, the leadership of school principals becomes a key factor in managing teachers and educational staff to achieve optimal educational outcomes. Through effective leadership, principals can encourage teachers to improve their competencies, enhance collaboration among staff members, and create a productive and professional school environment. Leithwood, K., Harris, A., & Hopkins, D. (2022).

Furthermore, effective human resource management in schools requires strong leadership that is capable of developing teachers' professional capacities, fostering teamwork, and ensuring that all staff members are committed to achieving educational objectives. Therefore, the role of school principals in managing educational human resources is essential for improving the quality of education and supporting sustainable school development. Northouse, P. G. (2024).

Problem Statement; Despite the importance of school leadership in managing educational human resources, several challenges still exist in the implementation of effective leadership practices in schools in Tangerang Regency. First, some school principals may face limitations in implementing comprehensive human resource management strategies, particularly in areas such as professional development, performance evaluation, and motivation of teachers and staff. OECD. (2023).

Second, the management of teachers and educational staff may not always be carried out systematically. In some schools, professional development programs for teachers are not implemented regularly or are not aligned with the actual needs of teachers. As a result, opportunities for improving teacher competencies and professionalism may not be fully optimized. Robinson, V. M. J. (2023).

Third, differences in leadership styles among school principals may influence the effectiveness of human resource management in schools. Some principals may demonstrate strong leadership that encourages collaboration and professional growth, while others may focus primarily on administrative tasks without actively supporting the professional development of teachers and staff. Sergiovanni, T. J. (2022).

Fourth, the increasing workload and administrative responsibilities faced by teachers may affect their motivation and performance. Without effective leadership and support from school principals, teachers may find it difficult to maintain high levels of commitment and professional development. UNESCO. (2024).

Based on these conditions, it is important to examine the role of school principal leadership in managing educational human resources in Tangerang Regency. Understanding how principals lead and manage teachers and educational staff can provide valuable insights into strategies for improving human resource management and enhancing the overall quality of education in schools. Yukl, G., & Gardner, W. L. (2023).

2. Method

Research Design

This study employed a qualitative research approach with a descriptive design to examine the role of school principal leadership in managing educational human resources in schools in Tangerang Regency.

The qualitative approach was selected because it enables the researcher to gain a deeper understanding of leadership practices, management processes, and the experiences of teachers and staff in the context of human resource management in schools. Through this approach, the research seeks to describe and analyze how school principals carry out their leadership roles in planning, organizing, directing, and evaluating educational human resources.

Research Location and Participants

The research was conducted in several schools located in Tangerang Regency, Indonesia. The participants in this study included school principals, vice principals, teachers, and administrative staff who are directly involved in the management of educational human resources within the school environment. Participants were selected using purposive sampling, which allows the researcher to select individuals who have relevant experience and knowledge regarding leadership and human resource management practices in schools. This sampling technique ensured that the data obtained were rich and relevant to the research objectives.

Data Collection Techniques

To obtain comprehensive data, this study used several data collection techniques, including interviews, observations, and documentation.

- a. Interviews; Semi-structured interviews were conducted with school principals, teachers, and administrative staff to collect detailed information regarding leadership practices and human resource management strategies in schools. The interviews focused on topics such as leadership roles, professional development programs, teacher supervision, performance evaluation, motivation strategies, and collaboration among staff members.
- b. Observation; Observations were carried out to examine the actual practices of school leadership and human resource management in the school environment. The researcher observed leadership interactions, teacher meetings, professional development activities, and daily school management practices to gain a better understanding of how principals manage teachers and staff.
- c. Documentation; Documentation analysis was conducted to obtain supporting data related to school policies, organizational structures, teacher development programs, supervision reports, performance evaluation records, and other relevant documents. These documents provided additional information about 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 selected and organized the data obtained from interviews, observations, and documentation. Irrelevant or repetitive data were removed to focus on information related to the research objectives.
- b. Data Display; The selected data were then presented in the form of descriptive narratives, thematic categories, and tables to facilitate interpretation and understanding of the research findings.
- c. Conclusion Drawing and Verification; The final stage involved interpreting the data and drawing conclusions regarding the role of school principal leadership in managing educational human resources. The conclusions were continuously verified during the research process to ensure their accuracy and consistency.

Validity and Reliability of Data

To ensure the credibility and trustworthiness of the research findings, several validation techniques were applied. First, data triangulation was used by comparing information obtained from different sources, such as principals, teachers, and administrative staff. Second, method triangulation was conducted by combining interviews, observations, and documentation analysis. Third, member checking was carried out by confirming the interview results with the participants to ensure that the data accurately reflected their perspectives and experiences.

Ethical Considerations

Ethical considerations were maintained throughout the research process. All participants were informed about the purpose of the study and their voluntary participation in the research. Confidentiality and anonymity of the participants were guaranteed, and all collected data were used solely for academic and research purposes. Through these research procedures, the study aims to provide a comprehensive understanding of the role of school principal leadership in managing educational human resources and improving the effectiveness of educational management in schools in Tangerang Regency.

3. Results And Discussion

This section presents the findings of the study regarding the role of school principal leadership in managing educational human resources in schools in Tangerang Regency. The results were obtained through interviews, observations, and documentation involving school principals, teachers, and administrative staff. The findings highlight several important aspects of leadership in human resource management, including planning, professional development, supervision, motivation, and performance evaluation.

Role of School Principals in Human Resource Planning

Human resource planning is one of the key responsibilities of school principals in ensuring that schools have sufficient and qualified teachers and staff to achieve educational goals. The findings show that school principals play an active role in planning teacher allocation, identifying training needs, and coordinating with education authorities.

Table 1. Role of School Principals in Human Resource Planning

No	Leadership Role	Implementation in Schools	Impact on Human Resource Management
1	Workforce Planning	Principals identify the number of teachers needed based on subject specialization.	Ensures effective teacher distribution and workload balance.
2	Needs Assessment	Principals evaluate teachers' professional needs through meetings and performance reviews.	Helps determine appropriate training and development programs.
3	Coordination with Authorities	Principals communicate with local education offices regarding staffing needs.	Facilitates the recruitment and placement of teachers.
4	Strategic Planning	Principals integrate HR planning into the school development plan.	Supports long-term improvement of teacher quality.

The results indicate that effective human resource planning by school principals helps schools maintain adequate staffing and supports the development of teacher competencies.

Leadership in Teacher Professional Development

Teacher professional development is one of the most important aspects of human resource management in education. The study found that school principals actively encourage teachers to participate in training programs, workshops, and collaborative learning activities.

Table 2. Leadership Support in Teacher Professional Development

No	Professional Development Program	Leadership Role	Impact on Teachers
1	Workshops and Seminars	Principals encourage teacher participation and provide support for training programs.	Improves teaching strategies and subject knowledge.
2	In-Service Training	Principals facilitate training organized by the education department.	Enhances professional competence and teaching effectiveness.
3	Professional Learning Communities	Principals promote collaboration among teachers through regular meetings.	Encourages knowledge sharing and innovation in teaching.
4	Mentoring Programs	Experienced Teachers mentor junior teachers under the supervision of principals.	Strengthens professional skills and classroom management abilities.

The findings demonstrate that leadership support plays a critical role in motivating teachers to continuously improve their professional competencies.

Leadership in Teacher Supervision and Performance Evaluation

Supervision and performance evaluation are essential functions of school leadership to ensure that teachers perform their duties effectively. The study reveals that principals regularly conduct classroom observations and provide constructive feedback to teachers.

Table 3. Leadership Role in Supervision and Performance Evaluation

No	Supervision Activity	Implementation	Impact on Teacher Performance
1	Classroom Observation	Principals observe teaching practices periodically.	Improves teaching quality and classroom management.
2	Performance Appraisal	Teachers are evaluated based on professional standards.	Encourages teachers to maintain high professional standards.
3	Feedback and Guidance	Principals provide constructive feedback after evaluations.	Helps teachers identify strengths and areas for improvement.
4	Follow-Up Programs	Additional training is provided based on evaluation results.	Supports continuous professional development.

These findings indicate that systematic supervision and evaluation help improve teacher performance and teaching quality.

Leadership in Motivating Teachers and Educational Staff

Motivation is an important factor influencing teacher performance and commitment. The study found that principals use various strategies to motivate teachers and educational staff.

Table 4. Leadership Strategies in Motivating Teachers and Staff

No	Motivation Strategy	Implementation	Impact
1	Recognition and Appreciation	Principals acknowledge teachers' achievements during meetings.	Increases job satisfaction and motivation.
2	Career Development Opportunities	Teachers are encouraged to participate in certification and professional programs.	Supports career advancement and professional growth.
3	Supportive Work Environment	Principals create a collaborative and respectful school culture.	Strengthens teamwork and teacher commitment.
4	Incentives and Rewards	Outstanding teachers receive rewards or incentives.	Encourages improved performance and dedication.

The results show that motivational leadership strategies significantly enhance teachers' engagement and commitment to their professional responsibilities.

Challenges in Human Resource Management in Schools

Despite the positive role of school principals, the study also identified several challenges in managing educational human resources.

Table 5. Challenges in Human Resource Management

No	Challenge	Description	Impact
1	Limited Training Opportunities	Some schools have limited access to professional development programs.	Slows teacher competency improvement.
2	Heavy Teacher Workload	Teachers must handle teaching and administrative responsibilities.	Reduces time for professional development.
3	Resource Constraints	Some schools lack adequate facilities and training resources.	Limits the effectiveness of HR development programs.
4	Differences in Teacher Motivation	Not all teachers actively participate in development programs.	Creates variation in professional competence levels.

These challenges indicate that stronger support from educational authorities and improved HR management strategies are necessary to enhance teacher professionalism.

Overall Findings

Overall, the results of this study show that the leadership of school principals plays a vital role in the effective management of educational human resources in Tangerang Regency. Principals who actively engage in planning, professional development, supervision, and motivation of teachers are able to create a more productive and professional educational environment. Effective leadership not only improves teacher performance but also contributes to the overall improvement of educational quality in schools.

4. Discussion

The findings of this study demonstrate that the leadership of school principals plays a significant role in the effective management of educational human resources in schools in Tangerang Regency. School principals act not only as administrative leaders but also as key figures responsible for developing teachers' competencies, creating a supportive work environment, and ensuring that educational goals are achieved. The discussion of the research findings focuses on several important aspects of school leadership in managing educational human resources,

including human resource planning, teacher professional development, supervision and performance evaluation, motivation strategies, and the challenges faced in the implementation of leadership practices.

First, the role of school principals in human resource planning is crucial for ensuring that schools have sufficient and qualified teachers and educational staff. The results of the study indicate that principals actively participate in planning teacher allocation, identifying staffing needs, and coordinating with local education authorities. Effective planning helps schools maintain a balanced distribution of teachers across subjects and grade levels, which ultimately supports the effectiveness of the teaching and learning process. This finding is consistent with the concept of educational management, which emphasizes that proper planning is a fundamental step in managing organizational resources effectively. Through strategic planning, school principals are able to anticipate future human resource needs and develop appropriate strategies to improve teacher quality.

Second, teacher professional development is an essential component of human resource management in schools. The findings reveal that principals in Tangerang Regency encourage teachers to participate in various professional development activities such as workshops, seminars, in-service training, and professional learning communities. These programs provide opportunities for teachers to enhance their pedagogical knowledge, improve their teaching methods, and adapt to changes in curriculum and educational policies. Continuous professional development also supports teachers in integrating innovative teaching strategies and educational technologies into their classrooms. Therefore, the leadership of school principals in facilitating professional development programs plays a significant role in improving teacher competence and professionalism.

Third, supervision and performance evaluation conducted by school principals contribute to improving the quality of teaching and teacher performance. The study shows that principals regularly conduct classroom observations and provide constructive feedback to teachers. Supervision activities allow principals to monitor the implementation of teaching practices and ensure that teachers meet professional standards. Through systematic performance evaluation, teachers are able to identify their strengths and areas for improvement. Constructive feedback and follow-up programs, such as additional training or mentoring, help teachers enhance their teaching skills and professional performance. This process reflects the importance of instructional leadership, in which principals actively support teachers in improving the quality of instruction.

Fourth, motivational strategies implemented by school principals also play an important role in strengthening teacher commitment and job satisfaction. The findings indicate that principals motivate teachers through recognition, appreciation, career development opportunities, and the creation of a supportive working environment. When teachers feel appreciated and supported by school leaders, they are more likely to demonstrate higher levels of commitment and dedication to their professional responsibilities. A positive school climate encourages collaboration among teachers and fosters a culture of continuous improvement. In this context, leadership that emphasizes communication, trust, and collaboration can significantly enhance teacher motivation and performance.

Furthermore, collaboration among teachers promoted by school principals contributes to the development of a professional learning culture in schools. Professional learning communities and collaborative meetings provide platforms for teachers to share experiences, discuss instructional challenges, and develop innovative solutions together. Such collaborative practices strengthen teamwork and help teachers learn from one another's experiences. By encouraging collaborative learning among teachers, principals can create an environment that supports continuous professional growth and innovation in teaching.

Despite the positive role of school principal leadership, the study also identifies several challenges in managing educational human resources in schools in Tangerang Regency. One of the main challenges is the limited availability of training opportunities for teachers in some schools. Although principals encourage professional development, financial limitations and resource constraints may restrict access to regular training programs. As a result, some teachers may not receive sufficient opportunities to improve their professional competencies.

Another challenge relates to the workload faced by teachers. In addition to teaching responsibilities, teachers are often required to complete administrative tasks and participate in various school activities. These responsibilities may reduce the time available for teachers to engage in professional development activities. Without effective time management and organizational support, teachers may find it difficult to balance their teaching duties and professional development efforts.

Differences in motivation and commitment among teachers also represent a challenge in human resource management. While some teachers actively participate in professional development programs and collaborative activities, others may demonstrate lower levels of engagement. This variation may be influenced by personal factors, work pressure, or limited incentives. Therefore, principals need to implement leadership strategies that can motivate all teachers to participate actively in professional development initiatives.

Overall, the findings of this study confirm that effective leadership from school principals is a critical factor in managing educational human resources and improving the quality of education in schools in Tangerang Regency. Principals who demonstrate strong leadership in planning, professional development, supervision, and motivation are able to create a productive and professional school environment. At the same time, addressing the existing challenges, such as limited resources, heavy workloads, and differences in teacher motivation, is necessary to ensure the sustainability of human resource development in schools.

Therefore, strengthening the leadership capacity of school principals and improving human resource management policies in schools should become strategic priorities for educational institutions and local education authorities. Through effective leadership and well-structured management strategies, schools can enhance teacher professionalism and achieve better educational outcomes.

5. Conclusion

Based on the findings and discussion, it can be concluded that the leadership of school principals plays a crucial role in the effective management of educational human resources in schools in Tangerang Regency.

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School principals are responsible for planning, organizing, directing, and evaluating the performance of teachers and educational staff to ensure that educational goals are achieved. Effective leadership enables principals to create a supportive and productive school environment that encourages teachers and staff to improve their professional competencies and work performance. The study shows that principals in Tangerang Regency actively participate in several important aspects of human resource management, including human resource planning, teacher professional development, supervision, performance evaluation, and motivation strategies. Through effective planning, principals ensure that schools have sufficient and qualified teachers to support the learning process. In addition, professional development programs such as workshops, seminars, and training activities help teachers improve their knowledge, teaching skills, and professional competence. Supervision and performance evaluation conducted by principals also contribute to improving teaching quality and teacher accountability. Constructive feedback and follow-up activities enable teachers to identify their strengths and areas for improvement. Furthermore, motivational strategies implemented by principals, such as recognition, career development opportunities, and the creation of a positive work environment, help increase teachers' commitment and job satisfaction. However, the study also identifies several challenges in managing educational human resources, including limited training opportunities, heavy teacher workloads, and differences in motivation among teachers. These challenges highlight the need for stronger leadership strategies and better support systems to ensure continuous professional development and effective human resource management in schools. Overall, the leadership of school principals is a key factor in optimizing the management of educational human resources and improving the quality of education in Tangerang Regency. Based on the conclusions of this study, several recommendations can be proposed to improve the effectiveness of school principal leadership in managing educational human resources. a. First, school principals should strengthen their leadership capacity by adopting strategic and transformational leadership approaches that encourage collaboration, innovation, and continuous professional development among teachers and staff. Leadership training programs for principals should also be implemented regularly to enhance their managerial and leadership competencies. b. Second, schools should develop structured and sustainable professional development programs for teachers. These programs should be designed based on teachers' needs and aligned with current educational developments to ensure that teachers continuously improve their professional skills and teaching quality. c. Third, educational authorities should provide greater support for schools by allocating sufficient resources, facilities, and funding for teacher training and development programs. Adequate support from local education offices will help ensure that teachers have equal access to professional development opportunities. d. Fourth, school principals should create a positive and collaborative work environment that encourages teamwork, communication, and mutual support among teachers and staff. The establishment of professional learning communities and mentoring programs can further enhance collaboration and knowledge sharing within schools. e. Finally, future researchers are encouraged to conduct further studies on school leadership and educational human resource management using broader research settings or different research approaches. Such studies can provide deeper insights into effective leadership strategies that contribute to improving teacher professionalism and educational quality. Through the implementation of these recommendations, it is expected that school principal leadership can become more effective in managing educational human resources and supporting the continuous improvement of education quality in Tangerang Regency.

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