

Human Resource Management Strategy to Improve the Quality of Education: Leadership and Organizational Perspectives

Ashfiya Tri Farhani¹, Kurnia Rizki Febriana², Siti Sukainah³

^{1,2,3}UIN Prof. K.H. Saifuddin Zuhri Purwokerto

ARTICLE INFO

Article history:

DOI:

[10.30595/pssh.v24i.1600](https://doi.org/10.30595/pssh.v24i.1600)

Submitted:

June 14, 2025

Accepted:

July 06, 2025

Published:

July 23, 2025

Keywords:

Human Resource Management,
Educational Leadership,
Organizational Strategy

ABSTRACT

Improving the quality of education is a strategic agenda in the development of sustainable human resources. One of the key factors determining the success of education is the effectiveness of human resource management (HRM), particularly in the context of leadership and organizational dynamics. This article aims to explore HRM strategies within the framework of improving educational quality through a literature review of leadership, organizational, and educational management theories. This theoretical approach emphasizes that successful HRM is significantly influenced by visionary, participatory, and transformational leadership styles, as well as adaptive, collaborative, and performance-based organizational structures. The strategies reviewed include competency-based recruitment, continuous professional development, fair incentive systems, and the creation of a work culture that supports innovation and collaboration. In addition, the integration of organizational policy and leadership in supporting the development of teachers and educational staff is identified as a crucial aspect in building high-quality educational institutions. The method used in this article is qualitative descriptive, with data collected through literature reviews by gathering documents such as books, journal articles, and relevant thematic materials. This article proposes that the synergy between HRM strategies, effective leadership, and sound organizational governance forms the foundation for sustainably enhancing educational quality. The findings of this study are expected to serve as a conceptual basis for policymakers, school leaders, and researchers in designing HRM models that are aligned with the challenges and needs of 21st-century education.

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



Corresponding Author:

Kurnia Rizki Febriana

UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Jl. A. Yani No.40A, Karanganjing, Purwanegara, Purwokerto Utara, Banyumas Jawa Tengah 53126

Email: tkurniarizkifebriani@gmail.com

1. INTRODUCTION

Developments across various aspects of life often give rise to new challenges and complex issues. One sector that has become a central focus in this context is education. The education sector is increasingly expected to evolve to produce high-quality human resources (HR) capable of meeting the demands of a rapidly changing world. Achieving this goal requires well-directed management and a collaborative effort toward shared objectives. The success of educational goals can be realized more effectively when all elements within the educational institution work together harmoniously and move in synergy.

Within an educational organization, leadership plays a pivotal role in mobilizing all components toward the attainment of institutional goals. One of the key factors influencing educational quality improvement is human resource management (HRM), particularly within educational institutions. As the highest authority in the school, the principal assumes a central role in guiding, nurturing, and developing the full potential of the institution to fulfill the national educational objectives. The success of an educational institution is highly dependent on the leadership quality of the principal, particularly in managing human resources.

Leadership is not merely a position but a capacity to organize and guide others toward the achievement of organizational goals. According to Bafadal (in Andang, 2014:38), leadership is the comprehensive process of influencing, encouraging, inviting, mobilizing, and guiding others in their work so that they think, behave, and act in accordance with established rules in pursuit of shared goals. Therefore, a leader must possess strategic managerial skills to lead the organization effectively and efficiently.

As a manager, the school principal occupies a highly strategic position within the school structure. The principal holds the key to achieving institutional goals and shaping an effective and high-performing school. It is commonly believed that successful schools are often led by successful principals—those with a high level of professionalism and strong commitment to maximizing the potential of all available resources. To perform their duties optimally, principals must understand their dual role as leaders and managers capable of overseeing school operations comprehensively.

Human resource management in schools must not be viewed merely as a process of staffing. Rather, it is an integrated process that includes planning, recruitment, development, supervision, evaluation, and control of educational personnel. The objective of HRM is to enhance both the effectiveness and efficiency of individual and organizational performance. With well-managed human resources, schools are expected to evolve into effective, independent, and innovative institutions. Improving the quality of education is not solely the responsibility of the principal but also requires the active involvement of all elements within the school. According to Candoli (in Prim Masrokan Mutohar, 2013:124), school-based quality management is a concept in which the school assumes full responsibility for meeting students' needs. In response to this, schools must be capable of designing and implementing educational programs that are relevant and effectively managed in terms of human resources.

This perspective is reinforced by the experience of the principal of SMP Islam Terpadu Al Futuhiyah, who emphasized that the management of teachers and educational staff is crucial in developing quality human resources. Teachers are the central figures in the educational process; therefore, ensuring their competency and supporting them with a healthy organizational system is of utmost importance. Education is not merely a technical or commercial endeavor—it carries a significant social responsibility to the nation. Hence, the role of school principals is critical in determining strategic directions and efforts to enhance the quality of education within their institutions.

2. RESULTS

2.1 The Role of Leadership Style in Improving the Performance of Teachers and Educational Staff

The leadership style of school principals plays a crucial role in enhancing the performance of both teachers and educational staff. In practice, it is not uncommon to find suboptimal teacher performance within school environments. One of the main causes of this issue is the implementation of ineffective leadership styles by school principals. When a principal fails to align their leadership approach with the characteristics and needs of their staff, it often leads to an uncomfortable work environment. As a result, teachers may feel unmotivated and reluctant to fully commit to their duties.

Conversely, a principal who adopts an appropriate and supportive leadership style can successfully foster enthusiasm, motivation, and pride among teachers toward their profession. This has a significantly positive impact not only on individual performance but also on the overall collective performance within the school. A principal's leadership also functions as a driving force in fostering collaboration and teamwork within the school setting. A principal who promotes a cooperative work culture encourages a spirit of togetherness, increases collective responsibility, and serves as a role model for teachers and staff. Moreover, effective school leaders must be able to make wise and pragmatic decisions while rewarding achievements and enforcing discipline in accordance with Minister of National Education Regulation No. 28 of 2010. With effective leadership, a conducive work environment can be established—one that supports the improvement of teacher and staff performance.

In today's dynamic educational landscape, school principals are expected to apply leadership strategies focused on human resource development, management of infrastructure and facilities, openness to change, rapid responsiveness to challenges, and result-oriented performance. All decisions should be based on relevant data and thoughtful analysis to ensure that each action taken contributes effectively and efficiently to the achievement of educational goals (Habibi, 2022).

Choosing the right leadership style can directly influence the improvement of education quality and service delivery. Several leadership styles commonly employed by school principals, along with their impact on teacher performance, include:

- a. **Democratic Leadership Style**
This style is characterized by teacher involvement in decision-making processes, such as during school meetings. Principals who adopt this style encourage open communication, delegate authority, and create space for teacher participation. Practical implementations include financial transparency, joint budgeting discussions, scholarship allocation based on meeting proposals, regular staff meetings, and opportunities for teachers to develop their creativity and potential. This leadership style has proven to have a positive impact on improving education quality and teacher performance.
- b. **Autocratic and Bureaucratic Leadership Styles**
The autocratic style is evident when the principal makes all decisions independently, including setting goals and monitoring staff activities. The bureaucratic style, on the other hand, is marked by strict adherence to procedures and regulations, such as regular checks on teacher attendance, lesson plans, instructional materials, and administrative documents. These styles can be beneficial in maintaining discipline and organizational structure.
- c. **Leadership Style**
Principals who exhibit a charismatic leadership style possess strong communication skills and are capable of inspiring teachers through their ideas and experiences. Such leaders are often respected for their assertiveness, professionalism, flexibility, and composed demeanor. This style helps build trust and loyalty among teachers toward their leader.
- d. **Transformational Leadership Style**
Transformational leaders aim to bring about positive change in their staff by aligning personal goals with the vision and mission of the institution. Characteristics include promoting innovation, offering moral support and motivation, and serving as inspirational role models. For example, a principal who provides personal guidance and encouragement to a teacher facing personal challenges demonstrates empathy that fosters loyalty and renewed work spirit.
- a. **Transactional Leadership Style**
This style emphasizes a clear system of rewards and punishments. Principals following this model reward good performance and discipline while addressing misconduct through warnings or sanctions. Transactional leadership is effective in maintaining teacher discipline and performance due to close supervision and motivational incentives (Rini Haryani, 2022).

2.2 Continuing Professional Development as an HR Strategy

Sustainable human resource development (SHRD) is a strategic process that not only focuses on enhancing technical skills and competencies but also emphasizes the well-being and empowerment of individuals within the broader framework of organizational sustainability. The main objective is to ensure that employee development addresses short-term needs while also strengthening the organization's long-term competitiveness and resilience (Irawan et al., 2021).

In this context, continuous professional development (CPD) becomes a core element of HRM strategy (Fauzan et al., 2023). This strategy not only produces skilled employees but also cultivates individuals who are adaptive to technological change, market dynamics, and evolving social expectations. Particularly in the era of digital disruption and the Fourth Industrial Revolution, employee professionalism has emerged as a critical benchmark for institutional success—especially in the education and service sectors (Rahmawati et al., 2024). CPD involves a variety of interconnected strategies and approaches such as periodic training, structured career development, competency mapping, performance management, and active participation in learning communities. These strategies reflect the integration of an organization's strategic vision with the dynamic and complex needs of its human capital.

On a broader level, sustainable HR development functions as a strategic framework that aligns organizational goals with social, economic, and environmental needs. Training and development initiatives are not merely about improving technical abilities but are integral to enhancing employee productivity, well-being, and institutional sustainability. The SHRD concept has emerged as a vital paradigm for developing a resilient, flexible, and adaptive workforce. This approach enhances organizational performance by fostering greater employee loyalty, motivation, and retention (Fauzan et al., 2023). The key dimensions of sustainable professional development include:

- a. **Learning and Development**
Emphasizes lifelong learning by providing access to relevant, up-to-date, and continuous training opportunities.
- b. **Career and Mobility**

- Involves the design of clear career paths, mentoring programs, and job rotation systems to expand employees' experience and insight.
- c. **Performance Management**
Establishes realistic and measurable personal goals, competency-based performance evaluations, and regular constructive feedback.
- d. **Ethics and Social Responsibility**
Encourages ethical work behavior and sensitivity to social and environmental issues in the workplace.
- e. **Stakeholder Engagement**
Involves collaboration with stakeholders such as educational institutions, communities, and government bodies to design impactful and relevant HR development programs.

These strategies aim to enhance organizational productivity, innovation, employee loyalty, and internal efficiency. Moreover, by strengthening human capital through sustainable approaches, organizations are able to foster a professional, adaptive, and healthy work culture.

With a sustainably developed workforce, institutions can maintain a competitive advantage by generating sustainable value—reflected not only in products and services but also in institutional reputation. Additionally, the application of SHRD principles has proven effective in reducing employee turnover, as employees feel valued, empowered, and offered a clear career trajectory (Ramadhanti et al., 2024).

However, the implementation of sustainable professional development does not come without challenges. Common obstacles include limited training budgets, resistance to change, and underdeveloped evaluation systems (Holilur et al., 2024). Overcoming these challenges requires strong commitment from top management, an organizational culture that supports innovation, and the integration of technology into learning and development processes.

Opportunities for strengthening SHRD strategies in the future include:

- a. Utilizing digital technology for online learning and training (e-learning),
- b. Enhancing inter-institutional collaboration to broaden access to training resources,
- c. Integrating ESG principles (Environmental, Social, and Governance) into HR policy and practice,
- d. Institutionalizing lifelong learning as a core organizational commitment.

2.3 Retention of Superior Human Resources through Inclusive and Appreciative Leadership

An inclusive strategy is a strategic approach in human resource management (HRM) aimed at creating a work environment that promotes diversity, equity, and inclusion. This approach goes beyond formal policies by embedding inclusive practices in daily operations to ensure equal access to career opportunities and professional development for all employees, regardless of their cultural background, religion, gender, or socioeconomic status.

Inclusive strategies aim to establish a safe and supportive space where every individual feels valued, accepted, and empowered to contribute meaningfully within the organization. Moreover, inclusive leadership is a key component—defined as leadership that embraces differences, listens empathetically, and fosters team engagement through active participation and openness to diverse ideas. When implemented consistently, inclusive strategies significantly enhance creativity, innovation, productivity, and overall job satisfaction.

Here are several practical strategies to cultivate an inclusive workplace:

- a. **Cultural Awareness and Unconscious Bias Training** Organizations should provide training on diversity and inclusion, including sessions on recognizing and addressing unconscious bias. These may include workshops, seminars, and ongoing learning programs at all organizational levels to strengthen cultural sensitivity.
- b. **Inclusive Leadership Development** Leaders at all levels are expected to model inclusive behavior by accommodating diverse perspectives, encouraging collaboration, and creating safe spaces for dialogue. Inclusive leadership fosters emotional engagement and a stronger commitment from employees.
- c. **Diversity-Oriented Recruitment** Recruitment processes should be designed to attract diverse candidates from the announcement stage through to interviews. This can be achieved by expanding recruitment networks and revising selection criteria to be more inclusive and equitable.
- d. **Policy Review and Organizational Alignment** Companies should regularly review internal policies to identify any exclusionary practices and update them to ensure fair access and treatment for all employees.
- e. **Multicultural Leadership Development** This involves equipping leaders with cross-cultural perspectives and management skills suitable for a diverse workforce. It encourages leaders to bridge differences and promote synergy among individuals from various backgrounds.

Inclusive training not only enhances technical knowledge but also cultivates higher social awareness among employees. When all levels of the organization—from executives to operational staff—are actively involved in the process, it fosters a more collaborative and inclusive organizational culture.

The benefits of inclusive strategies include increased innovation, improved employee retention, greater organizational loyalty, and enhanced corporate reputation. Furthermore, by creating a safe environment for

sharing ideas and experiences, organizations can unlock the hidden potential of every individual, ultimately strengthening their long-term competitiveness.

In addition to inclusive strategies, appreciative strategies are equally vital in human resource development. These strategies focus on recognizing, appreciating, and nurturing the potential of individuals. The appreciative approach emphasizes the importance of building a positive relationship between the company and its employees by fostering a culture that values contributions, achievements, and professional growth (Madiistriyatno, 2022).

Appreciative strategies not only serve as motivational tools but also act as a core component in developing employee loyalty, enhancing job satisfaction, and establishing a healthy organizational climate. The following are some practical forms of appreciative strategies:

- a. **Employee Development and Retention** This strategy focuses on nurturing and retaining existing employees through well-defined career paths, coaching or mentoring programs, and continuous training. Organizations can offer performance-based career incentives, internal promotions, and recognition systems to retain high-potential talent for the long term.
- b. **Training and Development Programs** Investment in employee development reflects the organization's commitment to individual growth. Programs may include technical training, soft skills enhancement, and support for formal education such as postgraduate degrees or professional certifications relevant to the job.
- c. **Reward and Recognition Systems** Providing consistent and transparent recognition to high-performing employees through bonuses, promotions, awards, or certificates can cultivate a healthy competitive culture. Timely and meaningful recognition fosters self-confidence and improves work enthusiasm.
- d. **Building an Attractive and Sustainable Organizational Culture** A positive, open, and collaborative organizational culture is key to attracting talented individuals. Companies must instill core values such as integrity, teamwork, innovation, and continuous learning to create a conducive environment for growth and productivity.

By consistently implementing appreciative strategies, organizations not only enhance employee motivation and loyalty but also establish a strong foundation for long-term competitive advantage. Employees who feel valued and empowered are more likely to be engaged, productive, and fully committed to achieving the organization's vision and goals. When combined with inclusive approaches, these strategies can foster an organization that is adaptive, innovative, and highly competitive in facing the growing complexities of global challenges.

3. DISCUSSION AND CONCLUSION

Based on the results of the literature review in the journal "Human Resource Management Strategy to Improve Education Quality: Leadership and Organizational Perspective", it can be concluded that the effectiveness of human resource management (HR) is greatly influenced by the principal's leadership style and an adaptive and collaborative organizational structure. A visionary, participatory, and transformational leadership style has been proven to improve the performance of teachers and education staff. Principals who are able to adjust their leadership style to the characteristics and needs of their staff will create a conducive work atmosphere, raise enthusiasm, and increase collective motivation and performance in the school environment. Effective HR management strategies include competency-based recruitment, ongoing professional development, a fair incentive system, and the creation of a work culture that supports innovation and collaboration. In addition, integration between organizational policies and leadership is very important in supporting the development of teachers and education personnel. The implementation of this strategy is not only oriented towards improving individual quality, but also towards creating a cooperative, transparent, and performance-based work environment. In practice, principals apply various leadership styles, such as democratic, autocratic, bureaucratic, charismatic, and transformational. The democratic style, for example, encourages shared decision-making and transparency, while the transformational style emphasizes change and achieving a shared vision. Each style has a different impact on teacher motivation and performance, but in general, a combination of adaptive and situational leadership styles is more effective in facing the challenges of modern education. The role of the principal as a top manager is very important in determining the success of educational institutions. The principal is not only responsible for making strategic decisions, but also as the main driver in empowering the full potential of school resources. Good HR management includes not only administrative aspects, but also continuous development, coaching, and objective and continuous performance assessment.

The synergy between HR management strategies, effective leadership, and good organizational governance is the main foundation in encouraging continuous improvement in the quality of education. Principals who are able to implement an adaptive leadership style, empower teachers and staff, and create an innovative and collaborative work culture will improve the quality of education in their institutions. Thus, the development of a

HR management model that is relevant and responsive to the challenges of 21st century education is very necessary to realize quality, effective, independent, and innovative educational institutions.

REFERENCES

- Irawan, S., Idayati, F., Praskadinata, H. Y. C., Dina, F., Abdurohim, A., Tasriastuti, N. A., Triono, F., Irdhayanti, E., Bisri, T. S., Nurdiah, S., Harapan, E., Koesmono, T., Rachmawati, I. A. K., & Saputra, M. A. (2024). *Pengembangan sumber daya manusia yang berkelanjutan: Strategi untuk meningkatkan keterampilan dan kompetensi dalam organisasi*. Eureka Media Aksara. ISBN: 978-623-516-241-2-27.
- Puji Mulya, R. O. B., Faikoh, F., Saleha, N., & Syifa, S. N. (2024). Strategi pengembangan sumber daya manusia (SDM) untuk meningkatkan profesionalisme kerja. *Gudang Jurnal Multidisiplin Ilmu*, 2(10), 110. <https://doi.org/10.59435/gjmi.v2i10.964>
- Fauzan, R., Jaenab, J., Senoaji, F., Suparmi, S., Endrawati, T., Setiono, A., Baali, Y., Handayati, R., Rukmana, A. Y., Abdurohim, A., & Nawiyah, N. (2023). *Pembangunan sumber daya manusia berkelanjutan: Dilengkapi dengan analisis SWOT*. Get Press Indonesia. 3-12.
- Rahman, H., Abdul Jalil, I., Ashari, F., & Readi S., S. (2024). Strategi pengembangan SDM dan profesionalisme pendidik. *COMPETITIVE: Journal of Education*, 3(3), 189. <https://doi.org/10.58355/competitive.v3i3.94>
- Rahmawati, F. D., Al-Habsyi, A. Z. A., & Mardiyah. (2024). Pengembangan sumber daya manusia dalam meningkatkan produktivitas kinerja pegawai. *An-Nadzir: Jurnal Manajemen Pendidikan Islam*, 2(2), 108-109. <https://doi.org/10.55799/annadzir.v2i2>. (P-ISSN: 2988-7364 | E-ISSN: 2987-3339)
- Puspitasari, D., & Wahyuni, S. (2021) Pengembangan SDM melalui program pelatihan inklusif untuk meningkatkan kinerja karyawan. *Jurnal Sains Maruajemen*, 13(3), 85-97. <https://doi.org/10.3123/jsm.v13i3.85-97>
- Habibi, M. I., Aziz, M. I., Al-Aziz, M. S., & Handrian, D. W. (2022). Pengaruh Gaya Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru. *Jurnal Ilmu Agama Islam*, 205-758-1-PB-1. <https://journal.uml.ac.id/TLM/article/view/205>
- Rini Haryani, M. Joharis Lubis, Darwin. (2022). Gaya Kepemimpinan Kepala Sekolah pada Kinerja Guru. *Jurnal Basicedu Vol 6 No 3*. <https://jbasic.org/index.php/basicedu/article/view/2617>