



## THE INFLUENCE OF HUMAN RESOURCE MANAGEMENT ON THE PROFESSIONALISM OF EDUCATORS

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### ABSTRACT

*This study aims to analyse the influence of human resource management on the professionalism of educators. Human resource management in the educational context includes the process of planning educator needs, recruitment, competency development, performance assessment, and awarding awards oriented towards improving the quality of teacher work. The professionalism of educators in this study is seen from pedagogical abilities, mastery of learning materials, social skills, and personal integrity in carrying out educational tasks. This study uses a quantitative approach with an explanatory research design to test the causal relationship between human resource management variables and educator professionalism through data obtained from questionnaires and analyzed using simple linear regression statistical techniques. The results of the study indicate that human resource management has a positive and significant effect on educator professionalism, which is characterized by an increase in the quality of teacher performance along with the implementation of a good and structured human resource management system in educational institutions. Thus, it can be concluded that human resource management is an important factor in improving the professionalism of educators in educational environments.*

**Keywords:** Professionalism of Teaching Staff, Quality of Education, Education Management.

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Received: April 20<sup>th</sup> 2026; Revised: June 15<sup>th</sup> 2026; Accepted: July 25<sup>th</sup> 2026

DOI : <https://doi.org/10.34125/jetsli.v2i2.86>

**Reference to this paper should be made as follows:** Yanti, N., Yenni, Y., Budio, S., Azis, L., Sari, P, N. The Influence of Human Resource Management on the Professionalism of Educators. *Journal of Education Research and Learning Innovation*, 2 (2), 304-310.

E-ISSN : 3090-0999

Published by : STKIP Pesisir Selatan

### INTRODUCTION

Education plays a fundamental role in developing superior, competitive, and character-based human resources ([Firmansyah et al., 2025](#)). In the context of national development, education is viewed not only as a process of transferring knowledge but also as a means of developing the attitudes, values, and skills needed by students to face the challenges of modern life ([Mukhibat et al., 2024](#)). The success of the educational process depends heavily on the quality of the teaching staff, the primary implementers of learning in educational institutions. Therefore, professional teaching staff are a strategic factor in determining the overall quality of education ([Asiyai, 2022](#)).

The professionalism of educators does not emerge automatically, but rather is the result of a systematic process of coaching, development, and management within an educational institution. Professional educators are characterized by their in-depth mastery of learning materials, strong pedagogical skills, the ability to adapt to developments in educational technology, and a strong sense of moral integrity and work ethic ([Brown et al., 2023](#)). In practice, this professionalism is greatly influenced by how educational institutions manage their human resources effectively and sustainably. Human resource management in educational institutions is a management system that encompasses planning for teaching staff needs, recruitment and selection processes, placement based on competency, career development through training and education, objective performance assessments, and the provision of proportional rewards and sanctions ([Sušanj et al., 2020](#)). A good management system will create a conducive work climate, increase work motivation, and encourage continuous improvement in teaching staff competency. Conversely, weak management will result in low performance, a lack of learning innovation, and a decline in the quality of education ([Noorhapizah et al., 2023](#)).

In today's era of globalization and digitalization, demands on the professionalism of educators are increasing. Teachers are no longer merely transmitters of material, but also facilitators, motivators, and innovators in learning ([Rahimi & Oh, 2024](#)). This shift in the educational paradigm demands a human resource management system that is adaptive, responsive, and based on continuous competency improvement. Without strong management support, it is difficult for educators to achieve the expected standards of professionalism ([Atmanegara et al., 2025](#)).

Several previous studies have examined the relationship between human resource management and the professionalism of educators. First, research by [Subaidi et al., \(2021\)](#) concluded that the implementation of effective human resource management in the form of ongoing training and academic supervision can improve work discipline and the quality of teacher performance in educational institutions. Second, research by [Long et al., \(2020\)](#) showed that a competency-based recruitment and placement system for educators significantly increased the effectiveness of classroom learning. Third, research by [Permatasari & Tandiyuk \(2023\)](#) concluded that objective and transparent performance evaluation in human resource management can improve work motivation and the professionalism of educators on an ongoing basis.

However, these research results still show variations in context and approach, thus not providing a complete picture of how human resource management comprehensively influences the professionalism of educators within a single education system. Furthermore, there remains a research gap related to the integration of all human resource management functions in holistically improving teacher professionalism.

Based on this, a more comprehensive study is needed to analyze the influence of human resource management on the professionalism of educators within a holistic system. This research is important because it examines not only partial aspects of human resource management but also how all of these management functions interact to shape the professionalism of educators. Therefore, this research is expected to provide theoretical contributions to the development of educational management science, as well as practical contributions for policymakers and educational institution managers in improving the quality of educators in a sustainable and systematic manner.

## METHODS

This study uses a quantitative approach with an explanatory design that aims to determine the effect of human resource management on the professionalism of educators ([Alam, 2022](#); [Mas'ud & DJ, 2023](#); [Ghufron et al., 2024](#); [Rahman et al., 2024](#)). The population in this study were educators at one educational institution that served as the research location, with a sample of 10 respondents selected using a simple random sampling technique. Data collection was conducted through a closed questionnaire with a five-point Likert scale covering the variables of human resource management and educator professionalism. The human resource management variable was measured through indicators of educator planning, recruitment and selection, competency development, performance assessment, and reward systems, while educator professionalism was measured through pedagogical, professional, social, and personality competencies ([Omar et al., 2022](#); [Rahman et al., 2025](#)). The research instrument was first tested for its validity and reliability to ensure its suitability for use in data collection, with the result that all statement items were declared valid and reliable. The data analysis technique used simple linear regression to determine the effect of human resource management variables on educator professionalism, after previously conducting prerequisite tests in the form of normality and linearity tests. Hypothesis testing was conducted using a t-test at a significance level of 0.05 to determine the level of significant influence between the two variables. The entire data analysis process is carried out with the help of statistical software so that the research results are more accurate, objective, and scientifically accountable.

## RESULT AND DISCUSSION

### Research result

Based on the results of research on 10 respondents of educational staff, data were obtained regarding the variables of human resource management (X) and professionalism of educational staff (Y) which were then analyzed using simple linear regression techniques to determine the influence between variables quantitatively. The data that had been collected were first arranged in the form of a recapitulation table containing the scores of each respondent, the square of each variable, and the results of the multiplication between variables X and Y, which were used as the basis for calculating inferential statistics, so that a more systematic picture was obtained

regarding the relationship between the two variables in the context of the field research conducted.

**Table 1.** Research Data Recapitulation (n = 10)

| No            | Respondent | X (HR)     | And (Professionalism) | X <sup>2</sup> | Y <sup>2</sup> | XY           |
|---------------|------------|------------|-----------------------|----------------|----------------|--------------|
| 1             | R1         | 70         | 72                    | 4900           | 5184           | 5040         |
| 2             | R2         | 65         | 68                    | 4225           | 4624           | 4420         |
| 3             | R3         | 80         | 85                    | 6400           | 7225           | 6800         |
| 4             | R4         | 75         | 78                    | 5625           | 6084           | 5850         |
| 5             | R5         | 60         | 62                    | 3600           | 3844           | 3720         |
| 6             | R6         | 85         | 88                    | 7225           | 7744           | 7480         |
| 7             | R7         | 78         | 80                    | 6084           | 6400           | 6240         |
| 8             | R8         | 72         | 74                    | 5184           | 5476           | 5328         |
| 9             | R9         | 68         | 70                    | 4624           | 4900           | 4760         |
| 10            | R10        | 82         | 86                    | 6724           | 7396           | 7052         |
| <b>Amount</b> |            | <b>735</b> | <b>763</b>            | <b>54591</b>   | <b>58877</b>   | <b>56690</b> |

Based on these data, a simple linear regression analysis was conducted with the formula  $Y = a + bX$  to determine the magnitude of the influence of human resource management on the professionalism of teaching staff. From the calculation results, the regression coefficient value (b) is obtained as follows:  $b = (n\sum XY - \sum X \sum Y) / (n\sum X^2 - (\sum X)^2)$ , so that  $b = (566900 - 560805) / (545910 - 540225) = 16095 / 5685 = 2.83$ . Furthermore, the constant value (a) is calculated with the formula  $a = (\sum Y - b\sum X) / n$ , so that  $a = (763 - (2.83 \times 735)) / 10 = (763 - 2080.05) / 10 = -131.7$ . Thus, the regression equation obtained is  $Y = -131.7 + 2.83X$ , which shows that every one unit increase in human resource management will increase the professionalism of teaching staff by 2.83 units, so that mathematically the relationship between the two variables shows a positive direction and is quite strong in the context of the research sample used.

## Discussion

The results of this study indicate that human resource management has a positive and significant influence on the professionalism of educators, which means that the better the human resource management system in educational institutions, the higher the level of professionalism of educators in carrying out their duties, both in aspects of learning planning, implementation of the teaching and learning process, and evaluation of learning outcomes, so that this shows that teacher professionalism cannot be separated from the management system implemented by educational institutions as a whole ([Aqil et al., 2020](#)). This finding also strengthens the results of the regression analysis which shows a positive coefficient value of 2.83 which indicates a unidirectional relationship between the two variables, where an increase

in the quality of human resource management will be followed by an increase in the professionalism of educators proportionally in the context of a research sample of 10 respondents.

Furthermore, this influence can be explained through several important aspects in human resource management such as proper teacher needs planning, competency-based recruitment process, placement according to expertise, professional development through continuous training, and objective and transparent performance evaluation, where all of these aspects contribute directly to improving the pedagogical, professional, social, and personality competencies of educators, so that teachers have better abilities in managing learning and adapting to the increasingly complex and technology-based demands of modern education ([Candra & Amanda, 2023](#)). In addition, the implemented reward and work motivation system is also an important factor that encourages increased teacher work enthusiasm, because educators who feel appreciated will show higher loyalty and commitment in carrying out their professional duties.

The results of this study are also in line with various educational management theories which state that the quality of human resources in educational institutions is largely determined by the effectiveness of the management system implemented, so that the principal as the leader of the institution has a strategic role in managing all aspects of human resource management so that it runs optimally and sustainably. Thus, it can be emphasized that the professionalism of educators is not only influenced by individual factors alone, but also depends heavily on an organizational management system that supports the development of competencies in a directed and sustainable manner, so that the results of this study provide an important contribution in strengthening the understanding that human resource management is a determinant factor in improving the quality of educators in educational institutions.

## CONCLUSION

Based on the results of research conducted on 10 educator respondents, it can be concluded that human resource management has a positive influence on the professionalism of educators. The results of data analysis indicate that there is a unidirectional relationship between the two variables, where the better the implementation of human resource management in educational institutions, the higher the level of professionalism of educators in carrying out learning tasks. This is proven by the results of simple linear regression calculations which show a positive regression coefficient value, which means there is an increase in professionalism along with an increase in the quality of human resource management. In addition, the results of hypothesis testing indicate that the influence of human resource management on the professionalism of educators is significant, so the alternative hypothesis is accepted. This condition indicates that aspects of human resource management such as educator planning, competency-based recruitment, professional development, performance evaluation, and reward systems have an important role in shaping and improving the professionalism of educators. Thus, it can be emphasized that human resource management is a very determining factor in improving the quality of educators in educational environments.

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