



Human Resource Management for Teacher Professional Development: A Case Study in a Foundation-Managed Islamic Educational Institution

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ARTICLE INFO	ABSTRACT
Keywords: Human Resource Management; Teacher Development; Teacher Professionalism	This study aims to describe the implementation of human resource management in developing teacher professionalism within an Islamic educational institution. The study was motivated by the importance of teacher quality in supporting educational improvement, while several challenges remain in practice, including variations in teacher competence, limited continuous professional development, suboptimal performance appraisal, weak reward systems, and challenges in the use of educational technology. This study employed a qualitative approach with a case study design. Data were collected through in-depth interviews, open observations, and documentation involving four participants, consisting of one foundation leader, one human resource manager, one education manager, and one school principal. Data were analyzed through data reduction, data display, and conclusion drawing, while data validity was strengthened through source and technique triangulation. The findings identified seven interconnected human resource management practices implemented within the institution: teacher workforce planning, competency-based recruitment and selection, continuous training and development, performance appraisal, motivation and compensation, academic supervision, and career development. These practices formed an integrated approach to teacher professional development and were associated with the development of pedagogical, professional, social, and personal competencies within the institutional context.
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INTRODUCTION

Education is the primary pillar of human resource development because, through education, a nation can shape generations with knowledge, skills, character, and competitiveness. In the era of digital transformation and globalization, educational institutions are not only required to produce graduates who excel academically but also possess 21st-century skills such as critical thinking, creativity, collaboration, communication, and digital literacy. Therefore, improving the quality of education has become an urgent need that cannot be postponed (Nasution et al., 2022).

One of the factors that greatly determines the success of education is teacher quality. Teachers are the main actors in the learning process who interact directly with students. Teacher professionalism serves as an important foundation for creating effective, innovative, humanistic learning that meets students' needs. This professionalism includes mastery of pedagogical, professional, social, and personal competencies, which need to be developed continuously (Bergmark, 2023).

Ideally, every educational institution has a well-planned teacher management system, starting from needs mapping, recruitment, selection, training, career development, performance evaluation, reward systems, and continuous professional development (Haq et al., 2025). However, in reality, teacher professionalism still faces various challenges, including limited ability to utilize learning technology, inadequate continuous training, suboptimal performance evaluation systems, and

competency gaps among educators, which affect the uneven quality of learning outcomes (Boylan et al., 2023).

The gap between ideal conditions and existing realities indicates the need for more effective human resource management implementation (Lawler, 2020). Human resource management in education is a strategic process for managing teachers as the primary assets of an institution through planning, recruitment, selection, training, development, performance assessment, motivation, compensation, and career development. Effective human resource management is believed to improve teacher quality and contribute to the overall enhancement of educational quality (Ningsih & Wachidah, 2025).

Recent empirical studies show that teacher professional development is shaped by multiple organizational conditions. Compagnoni et al. (2024) found that teachers' professional development activities were associated with perceived learning benefits and professional well-being, while Hulme et al. (2024) demonstrated how teacher evaluation can be connected with collaborative professional learning. Abrahamsen & Helstad (2025) further showed that teacher leadership can strengthen collective professionalism, and Chen & Chen (2025) highlighted the importance of systematic institutional support for teachers' professional learning in private educational settings. However, these studies primarily focus on particular aspects of professional development, evaluation, leadership, or institutional support, leaving limited understanding of how core HRM functions operate as an interconnected system within a single educational institution.

This gap is particularly relevant in foundation-managed Islamic educational institutions, where teacher management may involve both professional competency requirements and alignment with institutional values. In the institution examined in this study, initial observations indicated commitment to character-based education and teacher development, alongside challenges related to competency variation, training continuity, performance evaluation, motivation, technology use, supervision, and career development.

Accordingly, this study aims to examine how human resource management functions are implemented and interconnected in supporting teacher professional development within a foundation-managed Islamic educational institution. The study contributes by examining planning, recruitment and selection, training and development, performance evaluation, motivation and compensation, academic supervision, and career development as an integrated institutional process linked to teachers' pedagogical, professional, social, and personal competencies.

METHOD

This study employed a qualitative approach with a case study design. The qualitative approach was selected because the study aimed to gain an in-depth understanding and provide a comprehensive description of the implementation of human resource management in supporting teacher professional development within an educational institution (Lim, 2025). A case study design was used because the research focused on a bounded system, namely the management of teacher human resources at Yayasan Pendidikan An Nahl Balikpapan. The research was conducted from April to June 2026.

The study involved four informants selected purposively, consisting of one foundation leader, one human resource manager, one education manager, and one school principal. The informants were selected based on their authority, experience, and direct involvement in human resource management policies and teacher professional development within the institution (Campbell et al., 2020).

Data were collected through direct in-depth interviews, observation, and documentation. Each informant participated in an individual face-to-face interview lasting approximately 30–40 minutes. The interviews were audio-recorded with the informants' consent and focused on human resource planning, recruitment and selection, training and development, performance evaluation, motivation and compensation, academic supervision, and career development.

Observation was conducted once at the beginning of the research period during a full school day, from 07:00 to 13:00, when students completed their school activities. The observation focused on the school environment, teacher activities, workplace interactions, coordination, and practices

related to teacher professional development. Documentation was used to complement the interview and observation data and included the foundation profile, organizational structure, work programs, personnel data, training records, and performance evaluation documents.

Data were analyzed using the interactive model of Miles et al. (2014), consisting of data reduction, data display, and conclusion drawing and verification. During data reduction, information obtained from interviews, observation, and documents was reviewed and organized according to recurring issues related to human resource management. Relevant data were coded and grouped into categories reflecting human resource planning, recruitment and selection, training and development, performance evaluation, motivation and compensation, academic supervision, and career development. These categories were then compared and organized into broader patterns to identify how the HRM functions were implemented and interconnected in supporting teacher professional development. The findings were subsequently displayed in narrative and tabular forms to facilitate interpretation and conclusion drawing.

Data trustworthiness was strengthened through source and technique triangulation. Source triangulation was conducted by comparing information provided by the foundation leader, human resource manager, education manager, and school principal to identify areas of convergence and variation. Technique triangulation was carried out by comparing interview findings with observation records and relevant institutional documents. Findings were considered more credible when information obtained from different informants and data collection techniques showed consistent patterns. Any differences identified across sources were reviewed before the themes and conclusions were finalized.

RESULTS AND DISCUSSION

RESULTS

The findings identified several interconnected human resource management practices related to teacher professional development, namely human resource planning, recruitment and selection, training and development, performance evaluation, motivation and compensation, academic supervision, and career development. These practices were identified from interviews with four informants and were examined alongside observation and institutional documents. The findings describe the practices implemented within the institution rather than expected managerial outcomes.

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

HRM Function	Implementation Form	Competencies Developed	Expected Impact
Human Resource Planning	Teacher needs analysis, competency mapping, and development program planning.	Pedagogical, professional	Teacher needs are more directed and aligned with the institution's vision.
Recruitment and Selection	Administrative selection, interviews, microteaching, and character suitability assessment.	Professional, personal	Recruited teachers meet competency standards and align with the institution's culture.
Training and Development	Workshops, internal training, teacher discussions, mentoring, and digital literacy enhancement.	Pedagogical, professional, social	Teachers become more innovative and adaptive to changes in learning practices.
Performance Evaluation	Classroom supervision, evaluation of learning administration, and periodic feedback.	Pedagogical, professional	Teacher performance becomes measurable and serves as a basis for continuous improvement.
Motivation and Compensation	Rewards, incentives, performance appreciation, and welfare support.	Personal, social	Teacher motivation, loyalty, and commitment are strengthened.

HRM Function	Implementation Form	Competencies Developed	Expected Impact
Supervision and Career Development	Academic mentoring, coaching, promotion opportunities, and career pathway development.	Pedagogical, professional, social, personal	Teacher professionalism develops systematically and sustainably.

Based on Table 1, human resource management within the institution was implemented through a series of practices extending from teacher planning and recruitment to training, evaluation, motivation, supervision, and career development. Human resource planning was used to identify teacher needs and competency requirements before recruitment and development activities were undertaken. The foundation leader explained:

"Before recruiting teachers, we first identify the school's staffing needs and the competencies required. We also consider whether the candidates' character is consistent with the values of the foundation." (N1)

Recruitment and selection were not limited to administrative requirements. The process also included interviews and microteaching to assess teaching ability, communication skills, and candidates' suitability with institutional expectations. The human resource manager stated:

"The recruitment process includes administrative screening, interviews, and microteaching. These stages help us assess teaching ability, communication skills, and suitability with the institution." (N2)

These accounts indicate that recruitment combined professional competence with consideration of character and institutional value alignment. Recruitment documents and personnel records were also examined to complement the information obtained from the interviews.

Training and development were implemented through several forms of professional learning, including workshops, internal training, teacher discussions, mentoring, and digital literacy activities. Rather than being limited to routine annual activities, the programs were described as being adjusted to needs identified in teaching practice. The education manager explained:

"Teacher development is carried out through internal training, workshops, discussions, mentoring, and activities related to digital literacy. The programs are adjusted to needs that arise in the teaching process." (N3)

Institutional work programs and training records were used to complement the interview data. These findings show that teacher professional development in the institution involved several forms of learning and support related to pedagogical, professional, and technological needs.

Performance evaluation was implemented through classroom supervision, review of learning administration, and periodic feedback. The evaluation process provided information on aspects of teaching practice that had been performed well and areas that required further development. The school principal stated:

"Teacher performance is reviewed through classroom supervision and learning administration. After supervision, we provide feedback on what is already good and what still needs improvement." (N4)

Performance evaluation therefore involved both administrative review and attention to classroom practice. Supervision and performance evaluation documents were also examined to compare the procedures described by the informants with those recorded by the institution. The findings indicate that evaluation was used as a source of information for feedback and subsequent teacher development rather than solely as an administrative control mechanism.

Motivation and compensation were reflected in both financial and non-financial forms of institutional support. These included incentives, appreciation of performance, welfare support, opportunities to participate in training, and additional responsibilities. The human resource manager explained:

"Teacher appreciation is not always financial. It can also take the form of recognition, opportunities to attend training, additional responsibilities, and other forms of institutional support." (N2)

The findings therefore indicate that teacher recognition was implemented in several forms. These practices were perceived by institutional managers as supporting teacher motivation and commitment. However, the present study did not independently measure changes in teacher motivation or establish a causal relationship between compensation and professional competence.

Academic supervision and career development were also identified as components of teacher professional development. School principals and foundation management were involved in mentoring, coaching, supervision, and providing opportunities for teachers to assume greater professional responsibilities. The school principal explained:

"Supervision is not only used to assess teachers but also to identify areas that need further development. The results are then used as a basis for mentoring and professional development." (N4).

This finding indicates that supervision was connected with follow-up development activities rather than being treated solely as an assessment process. Career development was also reflected in opportunities for professional advancement and additional responsibilities according to institutional needs.

Observation conducted at the beginning of the research period provided contextual information regarding the school environment, teacher activities, coordination, and workplace interactions during the school day. Documentary sources, including the foundation profile, organizational structure, work programs, personnel data, training records, and performance evaluation documents, were used to complement and compare information obtained through interviews.

Overall, the findings indicate that human resource management within the institution was implemented through a set of interconnected practices. Human resource planning and recruitment established staffing and competency requirements, while training and development, performance evaluation, motivation and compensation, academic supervision, and career development provided continuing forms of institutional support for teacher professional development. The relationship between these practices and teachers' pedagogical, professional, social, and personal competencies is further interpreted in the Discussion section.

DISCUSSION

The findings suggest that human resource management functions are closely connected to teacher professional development within the institution. Human resource planning provides a basis for identifying teacher needs, competency standards, and development priorities. This is consistent with Coppe et al. (2024), who emphasize that professional development should consider teachers' work contexts and career stages. In this case, planning appeared to provide an institutional basis for aligning teacher development with identified professional needs rather than treating professional development as an incidental activity.

Recruitment and selection are also important because they shape the initial match between teacher qualifications and institutional expectations. The findings indicate that selection considered not only administrative qualifications but also teaching ability, communication skills, character, and compatibility with institutional values. Andersson (2025), similarly found that teacher hiring is influenced by both formal qualifications and desirable professional characteristics within specific organizational contexts. In the present case, value alignment was especially relevant because the institution operates within an Islamic educational context, where professional competence is accompanied by expectations concerning character and institutional values.

Training and professional development were implemented through workshops, internal training, mentoring, teacher discussions, and digital literacy activities. These practices suggest that professional development was treated as a continuing process rather than a single training activity. Coppe et al. (2024) highlight the importance of contextualized professional development, while Jin et al. (2026) emphasize the role of clear goals, relevant competencies, supervision, and meaningful feedback in professional learning. The present findings support the importance of linking development activities with identified instructional and professional needs.

Performance evaluation was also connected to teacher development through classroom supervision, review of learning administration, and feedback. Rather than functioning solely as an administrative mechanism, evaluation in this case provided information about areas of teaching practice that required further attention. Mongillo et al. (2025) found that evaluation can support both performance assessment and teacher development, particularly when accompanied by credible evaluators, constructive feedback, and access to professional learning. Similarly, Guenther et al. (2025) showed that the quality of evaluation feedback is associated with teachers' instructional development. These studies support the interpretation that evaluation is more development-oriented when it is followed by meaningful feedback and professional support.

Teacher motivation was discussed in relation to institutional support, recognition, and working conditions. The findings indicate that recognition within the institution included both financial and non-financial forms, such as incentives, appreciation, opportunities for training, and additional responsibilities. Ulfah et al. (2024) found that managerial support, motivation, professional development, and working conditions are related to teacher performance in Indonesia. Admiraal & Kittelsen Røberg (2023) likewise showed that supportive school climates and collaborative cultures function as important job resources. In the present study, these forms of recognition were perceived by institutional managers as supporting teacher commitment and professional engagement, although the study did not independently measure changes in teacher motivation.

Academic supervision and career development further connected institutional management with teachers' professional growth. The findings indicate that supervision was used not only to review performance but also to identify areas requiring mentoring and further development. Career development was reflected in opportunities for additional responsibilities and professional advancement. Jin et al. (2026) emphasize the importance of structured feedback and institutional support, whereas Mydin et al. (2024) found that supportive leadership, collective learning, shared practice, and shared values are associated with teacher performance. These findings suggest that teacher professionalism is supported by both individual professional learning and an institutional culture that provides continuing guidance and development opportunities.

Taken together, the findings indicate that teacher professional development in the institution was supported through interconnected HRM functions, including planning, recruitment, training, evaluation, motivation, supervision, and career development. These functions were related to the four domains of teacher competence. Pedagogical competence was particularly associated with training, supervision, and evaluation; professional competence with recruitment, subject-related development, and continuous learning; social competence with communication, collaboration, and professional interaction; and personal competence with character, responsibility, commitment, and alignment with institutional values. The findings should therefore be understood as illustrating how these competency domains were addressed within the institutional HRM system rather than as evidence of causal improvement in teacher competence.

Table 2. Mapping of Findings, Theoretical Meaning, and Managerial Implications

Main Findings	Theoretical Meaning	Practical Implications
HRM functions operate as interconnected components of teacher development.	Teacher professional development is institutionally embedded rather than solely dependent on individual initiative.	Foundations can develop an integrated teacher HRM roadmap linking planning, recruitment, development, evaluation, supervision, and career progression.
Training is more meaningful when linked to identified professional needs.	Professional development is strengthened when it is contextualized and responsive to teachers' work and learning needs.	Training programs should be informed by needs analysis, supervision findings, and performance evaluation data.
Performance evaluation is connected with feedback and professional development.	Evaluation can function as a developmental mechanism when it generates information for professional learning.	Schools can strengthen transparent assessment procedures and ensure that evaluation is followed by

Main Findings	Theoretical Meaning	Practical Implications
Financial and non-financial recognition are perceived as supporting teacher commitment.	Teacher professionalism is connected not only with competence but also with institutional support and recognition.	constructive feedback and development support. Institutions can combine fair financial support with non-financial recognition, training opportunities, and professional responsibilities.
Supervision and career development provide continuing professional support.	Educational leadership contributes to professional growth by connecting feedback, mentoring, and development opportunities.	School leaders can strengthen coaching, mentoring, reflective supervision, and clearer opportunities for professional advancement.

The contribution of this study lies in positioning the four teacher competencies within an integrated human resource management framework, particularly in the context of Islamic educational institutions managed by foundations. Previous studies have often examined professional development, evaluation, leadership, motivation, or recruitment as particular dimensions of teacher management. This case illustrates how these functions can operate as connected components of an institutional process extending from workforce planning and recruitment to continuing professional development, supervision, recognition, and career development. The Islamic educational context also highlights the role of institutional value alignment alongside professional competence. Thus, teacher professionalism in this case can be understood not solely as an individual responsibility but as a process supported by institutional structures and practices.

CONCLUSIONS

The findings of this study show that human resource management for teacher professional development was implemented through interconnected functions, including workforce planning, recruitment and selection, training and development, performance evaluation, motivation and compensation, academic supervision, and career development. Within the case examined, these functions formed an institutional process for supporting teacher development rather than operating as separate administrative activities. Revisi Artikel

The specific contribution of this study lies in illustrating how these HRM functions were connected with the pedagogical, professional, social, and personal competency domains of teachers within a foundation-managed Islamic educational institution. The findings also highlight the importance of institutional value alignment alongside professional competence, particularly in recruitment, supervision, and professional development. Rather than demonstrating direct causal improvement in teacher competencies, the study shows how institutional HRM practices were organized to support teacher professional development within this specific context.

Based on these findings, foundations and schools may consider developing an integrated teacher HRM roadmap that connects needs analysis, recruitment, professional development, performance evaluation, supervision, recognition, and career development. Such an approach may help institutions organize teacher development more systematically and consistently.

This study has several limitations. It was conducted in a single foundation-managed Islamic educational institution and involved four informants representing managerial and leadership roles. Therefore, the findings primarily reflect institutional and managerial perspectives and cannot be generalized to other educational settings. In addition, observation was conducted only once, limiting the opportunity to examine HRM practices over time. Future studies should involve teachers as primary participants, include multiple educational institutions, and use longitudinal or comparative designs to examine how HRM practices are experienced and developed across different institutional contexts. Quantitative or mixed-method studies may also be used to examine the relationship between specific HRM practices and teacher competency development more systematically.

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AUTHOR CONTRIBUTION STATEMENT

SK contributed to the conceptualization, research design, data collection, data analysis, and manuscript preparation. PWP contributed to the research methodology, validation of findings, and critical review of the manuscript. DH contributed to supervision, theoretical review, and final manuscript revision. All authors approved the final version of the manuscript.

AI DISCLOSURE STATEMENT

The authors used ChatGPT as an assisting tool during the language editing process to improve the clarity, grammar, and readability of the manuscript. After using the tool, the authors thoroughly reviewed and revised the entire manuscript and take full responsibility for the content, accuracy, and academic integrity of this publication.

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