

# The Influence Of Human Resource Management Strategies On Teacher Quality Through The Learning Process In Schools

**Stela Olang<sup>1\*</sup>, Setio Kuncono<sup>2</sup>, A'isy Fiklil Nafisah<sup>3</sup>, Trenggono Sumunu<sup>4</sup>, Sari Handayani<sup>5</sup>**

<sup>1\*-5</sup>Master of Management Study Program, Sekolah Tinggi Ilmu Ekonomi Artha Bodhi Iswara, Indonesia

Email: <sup>1\*</sup> [Stelaolang4@gmail.com](mailto:Stelaolang4@gmail.com)

**Received: 23 October 2025**

**Accepted: 30 October 2025**

**Published online: 30 October 2025**

## Abstract

This study aims to analyze the influence of human resource management (HR) strategies on the quality of teachers through the learning process in schools. This study examines how various HR management strategies, such as recruitment, training, development, performance appraisal, and compensation, affect teacher quality. The quality of teachers is measured through pedagogic, professional, social, and personality competencies. The learning process is evaluated based on the interaction of teachers and students, the use of innovative learning methods, and the achievement of student learning outcomes. The study also considers contextual factors such as the work environment, the principal's support, and school resources that can moderate the relationship between HR management strategies and teacher quality. This study uses a quantitative approach with a survey method. Data was collected through questionnaires. Data analysis was carried out using statistical techniques such as regression and analysis. The results of the study are expected to provide insight for school managers and policymakers on the importance of HR management strategies, as well as provide practical recommendations for schools and education stakeholders to optimize HR management strategies in improving teacher quality and creating an effective learning environment. Thus, this research contributes to the development of better education through improving the quality of teacher human resources.

**Keywords:** Human Resource Management Strategy, Teacher Quality, Learning Process.

## 1. Introduction

Basic education is the most important stage in the formation of children's character and abilities, because it is the foundation for the success of education at the next level. The quality of education is highly dependent on the effectiveness of teaching and management of educational institutions. In the midst of rapid technological development and globalization, the challenges of the world of education are becoming increasingly complex. Schools are now not only tasked with transferring knowledge, but also preparing students to be able to adapt and face future challenges. Therefore, an appropriate and efficient human resource (HR) management strategy is a key factor in maintaining and improving the quality of education (Mayasari, 2023). Teachers, as the main actors in the learning process, have a very important role in determining the quality of education. In order to be able to carry out this role optimally, teachers need qualified competence, high motivation, and adequate institutional support.



According to (UNESCO, 2020), the quality of teaching is influenced by several aspects, such as professional training, managerial support, and healthy working conditions. Therefore, the management strategy

Effective human resources must include a selective recruitment system, ongoing training, and comprehensive welfare programs for educators. Teachers who feel valued and supported professionally will be more motivated and dedicated in carrying out their duties (Ingersoll, 2021). In addition, (Armstrong and Taylor, 2020) emphasized that good HR management is able to create a work environment conducive to teachers' professional development. Teacher capacity development can be realized through relevant and continuous training. (Darling-Hammond, 2020) also found that teachers who receive quality training have a positive impact on student learning outcomes. The welfare aspect is no less important; (Gallup, 2020) said that teachers' emotional and physical well-being directly contributes to their involvement and performance in school. Schools that pay attention to teachers' mental health and well-being tend to have high retention rates and better performance. Investments in teacher training and development have proven to provide long-term benefits to educational institutions.

(Bersin, 2019) states that organizations that invest in human resource development will obtain a significant increase in employee performance and loyalty. The results of (Ahmad and Fatimah, 2020) research in Jakarta elementary schools also support these findings, where HR strategies that include strict recruitment, continuous training, fair rewards, and a supportive work environment can improve the quality of teaching and teacher welfare. This shows that the success of educational institutions is greatly influenced by how schools manage and empower their educators strategically and sustainably. Overall, this study emphasizes the importance of implementing HR management strategies in improving teacher quality and the effectiveness of the learning process. The main focus of this study is to analyze the extent to which HR management strategies affect the quality of teachers both directly and indirectly through the learning process. It is hoped that the results of this study can provide practical recommendations for schools in developing more effective human resource management policies. With planned and sustainable human resource management, the quality of education can continue to be improved, so that it is able to produce competent teachers and outstanding students.

## 2. Literature Review

### 2.1. Previous Research

Various studies related to human resource management (HR) strategies in the education sector show that effective teacher management practices play an important role in improving the quality of learning and teacher performance. These studies cover a wide range of aspects, from recruitment, training, leadership, well-being, to organizational culture and technology support. The following is a summary of relevant research:

**Table 1. Summary of previous research**

Yes	Researcher & Year	Research Focus	Key Results / Findings
1	Rizqi & Hasanah (2020)	HR management practices in high school	Effective recruitment and professional training contribute to improving the quality of teachers and the effectiveness of learning.
2	Sukardi & Nurdin (2021)	HR strategies in schools and their implications for teaching	Ongoing training and managerial support increase teacher motivation and competence.

3	Lestari & Hidayati (2022)	The influence of human resource management on the quality of teaching in elementary schools	Performance evaluation and adequate facilities improve the quality of interactive and enjoyable learning.
4	Setiawan & Wulandari (2023)	HR strategy and improving the quality of learning	Career development and teacher training promote a positive and productive learning environment.
5	Yusuf & Pratiwi (2021)	HR strategies on teacher quality and student learning outcomes	Good HR practices significantly improve the quality of teachers and have a direct impact on student learning outcomes.
6	Kurniasih & Fahlevi (2023)	Transformational leadership of school principals on teacher performance	Transformational leadership has a positive effect on teacher performance through increased work motivation.
7	Wijaya & Sari (2022)	Teacher career development towards motivation and performance	Structured career development programs increase teacher motivation and have an impact on improving teaching performance.
8	Susanti & Widodo (2023)	Needs-based teacher training	Training is relevant and as needed to improve the competence and effectiveness of teacher teaching.
9	Haryanto & Wulandari (2021)	School organizational culture on teacher performance	A collaborative and innovative organizational culture improves the motivation and quality of teacher teaching.
10	Handayani & Putra (2021)	Compensation and benefits for teacher job satisfaction	Fair and competitive compensation increases job satisfaction and teacher retention in schools.

Source: Data processed, 2025

The above article shows that an effective HR management strategy includes various aspects such as selective recruitment, ongoing training, career development, supportive leadership, positive work culture, and teacher well-being. All of these factors have been proven to be interconnected in improving teacher motivation, performance, and quality, which ultimately has a positive impact on the learning process and student learning outcomes. Thus, the focus of research that highlights HR management strategies in schools has strong relevance to efforts to improve the quality of basic education.

## 2.2. Human Resource Management (HR) Strategy

HR is a planned and long-term approach that focuses on managing and developing human potential to align with organizational goals. (Brewster et al., 2020) define HR management strategy as an effort to improve organizational performance through employee engagement and support. In the context of education, HR strategies are crucial because the quality of teachers and education personnel greatly determines the success of the teaching and learning process. In line with the views of (Becker and Huselid, 1998), a good HR strategy is able to create added value through increased productivity, innovation, and flexibility. Therefore, HR policies in schools need to be directed to support the improvement of teacher competence, work welfare, and a positive and collaborative organizational culture.

In its implementation, HR management strategies in schools include several important dimensions, including recruitment, training, performance management, compensation, engagement, and employee welfare. Selective recruitment is an important first step for schools to acquire competent educators (Kumari & Bhattacharya, 2020), while ongoing training and development are needed to maintain the relevance and effectiveness of teacher competencies (Noe et al., 2020). Performance management serves to monitor and evaluate achievements, while providing constructive feedback (Denisi & Smith, 2021). On the other hand, a fair compensation and benefits system is an important factor in increasing the motivation and loyalty of educators (Milkovich et al., 2020). Furthermore, employee engagement and well-

being are also key pillars in an effective HR strategy. Teacher involvement in decision-making can increase a sense of ownership and responsibility for school success (Saks, 2021), while attention to teachers' physical and mental well-being contributes greatly to productivity and job satisfaction (Kelloway & Day, 2020). Thus, a comprehensive HR management strategy will produce professional educators, a healthy work environment, and continuous improvement of the quality of learning.

### 2.3. Quality of teachers

Teacher quality is a central factor that determines the success of the learning process and students' academic achievement. (Hattie and Zierer, 2020) emphasized that effective teachers are able to create a learning environment that is supportive and oriented to the needs of students. (Kunter et al., 2021) added that the quality of teachers can be measured through the dimensions of material knowledge, pedagogical skills, and adaptability to diverse learning situations. Qualified teachers must be able to integrate academic understanding with practical application in learning activities. (Darling-Hammond et al., 2020) also highlight the importance of ongoing professional training and development to improve teachers' competence and confidence in teaching. In addition to internal factors, external support such as education policies, a positive work environment, and a transparent evaluation system also play a major role in shaping the quality of teachers (OECD, 2020).

Conceptually, the quality of teachers can be seen through various important dimensions such as knowledge of teaching materials, pedagogical abilities, classroom management, communication, professional development, and student involvement. Teachers with strong mastery of the material are able to explain concepts clearly and help students understand the lesson in depth (Kunter et al., 2021). Good pedagogical skills allow teachers to design learning methods that suit students' needs and have a positive impact on learning outcomes (Hattie & Zierer, 2020). Effective classroom management is also a key indicator in creating a conducive learning atmosphere (Stronge, 2021), while clear and empathetic communication strengthens the teacher-student relationship (Zhao, 2020). Furthermore, a commitment to continuous professional development contributes to improved teaching quality (Darling-Hammond et al., 2020), while the ability to engage students in the learning process is a reflection of teachers' success in building meaningful interactions (Tschannen-Moran & McMaster, 2021).

### 2.4. Learning process

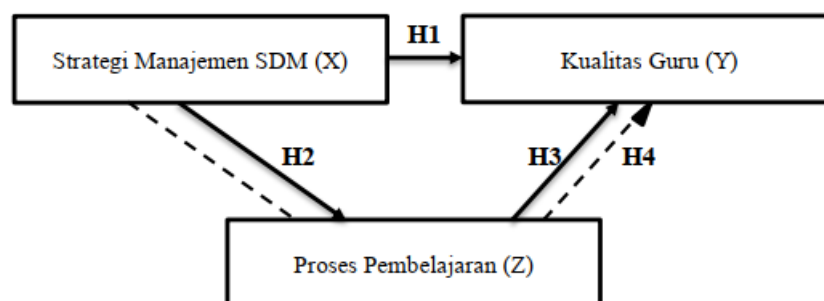
The learning process is an activity designed to help students gain knowledge, skills, and attitudes through direct experience and interaction with the surrounding environment. (Mayer, 2020) explained that the learning process is not just the transfer of knowledge from teachers to students, but also involves the active participation of students in building understanding through reflection and learning experiences. This is in line with the view of (Bruning et al., 2021) who emphasized that the active involvement of students is the key to achieving effective learning. Factors such as learning motivation, teaching methods, and learning environment also play an important role in determining the success of the learning process. According to (Santrock, 2020), a conducive environment and relevant learning methods can improve the effectiveness and quality of learning outcomes, while proper evaluation helps ensure optimal achievement of educational goals.

Conceptually, the learning process has several key dimensions that are interconnected and affect its effectiveness. The cognitive dimension emphasizes the ability to think, understand, and analyze information (Mayer, 2020), while the affective dimension relates to attitudes, values, and motivation to learn (Santrock, 2020). In addition, the psychomotor dimension emphasizes physical skills acquired through practice and hands-on practice

(Bruning et al., 2021). Learning also has a social aspect that emphasizes the importance of interaction between students and teachers, where collaboration can enrich understanding and increase student involvement (Slavin, 2020). No less important, the environmental dimension also plays a role in creating a supportive learning atmosphere, both physically and psychologically, so that it can facilitate the achievement of optimal learning outcomes (Mayer, 2020).

## 2.5. Conceptual Framework and Hypothesis

Based on the theoretical foundation and the results of previous research, the relationship between variables in this study can be described through a conceptual model as shown in the following Figure. This model explains the relationship between HR Management Strategy (X), Learning Process (Z), and Teacher Quality (Y). HR management strategies are seen as a variable that plays an important role in improving the effectiveness of the learning process and the quality of teachers in schools. The learning process functions as a mediating variable that bridges the influence of HR management on teacher quality, as shown by the direct and indirect relationship in this research model.



**Figure 1. Conceptual Framework**

The conceptual model illustrates four main hypotheses, namely the direct influence of HR Management Strategy (X) on Teacher Quality (Y) (H1), the influence of HR Management Strategy (X) on the Learning Process (Z) (H2), the influence of Learning Process (Z) on Teacher Quality (Y) (H3), and the indirect influence of HR Management Strategy (X) on Teacher Quality (Y) through the Learning Process (Z) (H4). Thus, this model is expected to provide a comprehensive picture of the mechanisms of relationships between variables that contribute to improving the quality of teachers in schools.

According to Creswell and Poth (2020), the hypothesis serves to provide research direction and explain the relationships between variables that can be tested empirically. In this study, the conceptual model connects HR Management Strategy (X), Learning Process (Z), and Teacher Quality (Y), both directly and indirectly. Based on the theoretical study and the results of previous research, the following hypothesis was formulated:

- a) H1: HR Management Strategy (X) has a significant effect directly on the Quality of Teachers (Y) in schools.

Ingersoll (2021) stated that good HR management strategies, such as teacher training and retention, are able to improve the stability of educators and the quality of teaching.

- b) H2: HR Management Strategy (X) has a significant impact on the Learning Process (Z) in schools.

Leithwood and Jantzi (2020) and Day and Sammons (2021) show that teachers' management support and professional development contribute to increased learning effectiveness in the classroom.



- c) H3: The Learning Process (Z) has a significant effect directly on the Quality of Teachers (Y) in schools.

Hattie (2021) and Shulman (2019) explain that teachers' involvement in the reflective learning process can improve pedagogical abilities and teaching quality.

- d) H4: HR Management Strategy (X) has a significant impact on Teacher Quality (Y) through the Learning Process (Z) in schools.

Hargreaves and Fullan (2019) and Ingersoll (2020) emphasized that effective HR management support improves the learning process, which ultimately has a positive impact on improving the quality of teachers.

### 3. Methods

This study uses a quantitative approach with the type of explanatory research, which aims to analyze the causal relationships between variables that have been formulated in a conceptual framework. This approach is used to obtain objective and measurable research results through statistical analysis. (Sekaran and Bougie, 2016) explain that quantitative research focuses on collecting numerical data with structured instruments to find answers that can be empirically tested. This research was conducted in Indonesia with the distribution of questionnaires online through Google Form during June 2025. The online method was chosen to facilitate the reach of respondents spread across various regions. The research population includes all active teachers who have a minimum undergraduate educational qualification and have taught for at least one year. According to (Sugiyono, 2020), the population is the entire research subject that has certain characteristics set by the researcher, while in the context of this study the population is classified as infinite population because the number of teachers who meet the research criteria is not known for sure.

The research sample was determined using a non-probability sampling technique with a purposive sampling approach. This technique was chosen because of the population is not known for sure as well as to ensure that the respondents fit the research criteria. (Sekaran and Bougie, 2020) stated that non-probability sampling allows researchers to select respondents based on certain considerations that are relevant to the research objectives. The criteria used include teachers who have taught for at least two years at the same school and have a minimum undergraduate educational background in education or related fields. Based on Roscoe's guidelines in (Sekaran and Bougie, 2016), the appropriate sample size ranges from 30 to 500 respondents. For studies with multivariate analysis such as multiple regression, the number of samples is at least ten times the number of variables studied. Referring to this, this study determined 100 respondents so that the results obtained had an adequate level of representativeness and reliability.

The data collection method is carried out in two ways, namely the distribution of questionnaires and literature surveys. Questionnaires are used to obtain primary data from respondents, while literature surveys are used to collect secondary data. (Arikunto, 2020) defines a questionnaire as a data collection instrument in the form of a series of questions that are systematically arranged to obtain information from respondents. The questionnaire was compiled using a five-point Likert scale and distributed online through social media such as Facebook, WhatsApp, and Instagram. Meanwhile, a literature survey is conducted to strengthen the theoretical basis of research through the review of books, scientific journals, and relevant previous research results. (Creswell, 2020) emphasized that a literature survey is an important step in understanding the research context and enriching the interpretation of

empirical findings. With the combination of these two methods, the data obtained is expected to be valid, reliable, and able to comprehensively describe the research phenomenon.

The data analysis method in this study uses a Variance-based Structural Equation Modeling (SEM) approach with the help of SmartPLS 3.3.3 software. According to (Hair et al., 2021), the PLS-SEM method is a flexible analysis technique, because it does not require data to be distributed normally and is able to handle complex latent variable relationships with relatively small sample sizes. The analysis process was carried out through several stages, namely Outer Model testing to assess the validity and reliability of constructs, Inner Model to test structural relationships between latent variables, and hypothesis testing with the bootstrapping method to determine the significance of the relationship between variables based on t-statistics and p-values. This approach was chosen because it is able to explain and predict the causal relationship between research variables with a high level of accuracy, as well as provide comprehensive results on the influence of human resource management strategies on the learning process and the quality of teachers in schools.

## 4. Results and Discussion

### 4.1. Distribution of Respondents' Answers

The distribution of respondents' answers in this study aims to describe teachers' perceptions of the research variables consisting of Human Resource Management Strategy (X), Learning Process (Z), and Teacher Quality (Y). Each variable was measured using a Likert scale with five categories, namely 1 (strongly disagree) to 5 (strongly agree).

#### a) HR Management Strategy (X)

HR Management Strategy obtained an average score of 4.265, which indicates the "good" category. The highest score is found in the X1 indicator, namely "I was selected during recruitment to become a teacher" with an average of 4.84, illustrating that the recruitment and selection process at the school is considered to have been effective. On the other hand, the lowest score is found in the X4 indicator, namely "I get a work evaluation at the end of the school year or at a predetermined time" with an average of 3.78, which indicates the need to increase the consistency of teacher performance evaluation by the school management. Overall, respondents agreed that the HR management strategy in the school environment has been running well and supports improving teacher performance.

#### b) Teacher Quality (Y)

For the Teacher Quality (Y) variable, the results of the answer distribution showed an average score of 4.03, which is also included in the "good" category. The indicator with the highest score was Y4, "I master the content of the subjects I teach," with an average of 4.89, indicating that the majority of teachers have strong competence in their scientific fields. Meanwhile, the lowest score was found in the Y2 indicator, "I was able to compile the problem with the correct taxonomic level," with an average of 3.53. This indicates that professional development is still needed in teachers' ability to prepare learning evaluation instruments according to the cognitive level. Thus, the quality of teachers in general has been good, but it still requires support for the development of pedagogic competencies on an ongoing basis.

#### c) Learning Process (Z)

As for the Learning Process (Z) variable, an average score of 4.00 was obtained, which reflects that the learning process at school was considered good by the respondents. The highest-scoring indicator was Z3, "I use various technologies as part of a teaching

strategy," with an average of 4.27. This shows that teachers have made optimal use of technology in supporting teaching and learning activities. While the lowest score was found in the Z4 indicator, "I involve students in the learning process," with an average of 3.87, which indicates the need for increased active participation of students in learning activities. Overall, the results of the distribution of respondents' answers show that HR management strategies, learning processes, and teacher quality are in the good category, with indications that the implementation of the right strategies in human resource management and the learning process has great potential to improve the quality of teachers in schools.

Data analysis in this study was carried out using the Structural Equation Modeling (SEM) approach based on Partial Least Squares (PLS) with the help of SmartPLS software version 3.3.3 developed at the University of Hamburg, Germany. The PLS method is used because it is flexible and does not require normal distribution assumptions, making it suitable for models with limited sample numbers and high complexity of relationships between variables (Would in Ghazali & Latan, 2015). This analysis is carried out through two main stages, namely the evaluation of the outer model (measurement model) to assess the validity and reliability of the indicators to the construct, and the evaluation of the inner model (structural model) to assess the strength of the relationship between variables and test the hypothesis that has been set.

The results of the outer model test showed that all indicators in the variables of HR Management Strategy (X), Teacher Quality (Y), and Learning Process (Z) had a loading factor value of  $> 0.7$ , thus meeting the convergent validity criteria (Hair et al., 2010). The highest value was obtained on the X1 indicator of 0.976, and the lowest on Y7 of 0.734, which is still within the accepted validity limit. The discriminant validity test also shows that each indicator has a greater correlation with its original construct than with the other constructs (Hussein, 2015; Ghazali & Latan, 2015). Thus, the measurement model has qualified for convergent and discriminant validity, which means that the entire indicator is able to accurately measure the construct in question. The following table 2 shows the results of the loading factor (convergent validity), cross-loading (discriminant validity), and construct reliability tests obtained through data processing using SmartPLS 3.3.3. Based on these results, all constructs had an Average Variance Extracted (AVE) value of  $> 0.5$ , Composite Reliability  $> 0.7$ , and Cronbach Alpha  $> 0.7$ , indicating that all variables were reliable and consistent in measuring the concept in question (Sekaran & Bougie, 2020; Ghazali & Latan, 2015). The highest AVE score was found in the Learning Process variable (0.861), followed by HR Management Strategy (0.854) and Teacher Quality (0.664). Thus, all constructs in this study are declared valid and reliable, and feasible to be used in testing the inner model and subsequent research hypotheses.

**Table 2. Construct Validity and Reliability Test Results**

Variable	Indicators	Loading Factor	Dominant Cross Loading	AVE	Composite Reliability	Cronbach Alpha	Information
HR Management Strategy (X)	X1–X6	0.829–0.976	X > Y, Z	0.854	0.968	0.965	Valid & Reliable
Teacher Quality (Y)	Y1–Y7	0.734–0.889	Y > X, Z	0.664	0.948	0.915	Valid & Reliable
Learning Process (Z)	Z1–Z4	0.871–0.967	Z > X, Y	0.861	0.919	0.945	Valid & Reliable

Source: Data processed, 2025



Next is the Inner Model Test (Structural Model Evaluation). The Inner Model test in this study aims to predict the relationship between latent variables by referring to theories and the results of previous research (Ghozali & Latan, 2015). The results of the evaluation of the inner model show that the research model has a good level of feasibility. Based on Table 4.9, the value of the determination coefficient ( $R^2$ ) for the Learning Process (Z) variable was 0.979, and Teacher Quality (Y) was 0.753. This indicates that the variable of HR Management Strategy (X) can explain 97.9% of the variation in the Learning Process (Z), and together with the Learning Process (Z) explains 75.3% of the variation in the Quality of Teachers (Y). This value shows that the structural model used is relatively strong. In addition, the predictive relevance ( $Q^2$ ) calculation of 0.991 indicates that the model has excellent predictive capabilities, as 99.10% of the data diversity can be explained by structural models, while only 0.90% is explained by other factors outside the model.

Before presenting the results of hypothesis testing, it should be explained that this stage aims to find out the extent to which the relationships between variables in the research model are statistically significant. The test was carried out through the Partial Least Squares (PLS) approach using the bootstrapping method with the help of SmartPLS software version 3.3.3. The path coefficient, t-statistics, and p-values are used as the basis for decision-making on the acceptance or rejection of the hypothesis. A relationship between variables is said to be significant if it has a t-statistical value greater than 1.96 and a p-value of less than 0.05 (Ghozali & Latan, 2015). The complete results of hypothesis testing, which include direct and indirect influences between research variables, are presented in Table 3 below.

**Table 3. Summary of Hypothesis Test Results**

Hypothesis Code	Relationships Between Variables	Path Coefficient	t-Statistic	P-Value	Information	Significance	Types of Mediation
H1	HR Management Strategy (X) → Teacher Quality (Y)	0.423	2.275	0.022	Accepted	Significant	-
H2	HR Management Strategy (X) → Learning Process (Z)	0.989	2.587	0.000	Accepted	Significant	-
H3	Learning Process (Z) → Teacher Quality (Y)	0.447	2.465	0.003	Accepted	Significant	-
H4	HR Management Strategy (X) → Teacher Quality (Y) through the Learning Process (Z)	0.443	2.459	0.003	Accepted	Significant	Partial Mediation

Source: Data processed, 2025

The overall results show that the research model has strong structural and predictive validity, and that all hypotheses (H1–H4) are accepted. These findings confirm that the

implementation of effective human resource management strategies plays an important role in improving the quality of teachers, both directly and through an optimal learning process.

## 4.2. Discussion

### 4.2.1. The Influence of HR Management Strategy on Teacher Quality

The results of the study show that the HR management strategy implemented by schools has a significant positive influence on improving the quality of teachers. This indicates that the implementation of strategies such as systematic recruitment and training is able to strengthen the professionalism and performance of teachers. These findings support the research of (Rizqi & Hasanah, 2020) which affirms the contribution of management strategies to teaching quality, as well as the results of the study of (Sukardi & Nurdin, 2021) which show that HR strategies play an important role in improving the quality of educators. Thus, HR management strategies need to continue to be developed so that the quality of teachers is maintained and improves in line with the demands of modern education.

### 4.2.2. The Influence of HR Management Strategies on the Learning Process

This research also proves that there is a positive influence between HR management strategies and the learning process in schools. A good HR strategy, especially in terms of teacher professional development, has a direct impact on increasing the effectiveness and interactivity of learning in the classroom. These findings are in line with the research of (Setiawan & Wulandari, 2023) which highlights the importance of implementing HR strategies to support the quality of learning, and (Lestari & Hidayati, 2022) which found that teachers' professional development encourages the creation of a fun and productive learning atmosphere. This means that the better the human resource management in schools, the more optimal the implementation of the learning process.

### 4.2.3. The Influence of the Learning Process on the Quality of Teachers and the Role of Mediation

The next findings show that the learning process has an important role in improving the quality of teachers, as well as being a mediating variable between HR management strategies and teacher quality. An active, participatory, and student-oriented learning process is a reflection of the effectiveness of human resource management in schools. These results support the research of (Yusuf & Pratiwi, 2021) who explain that the implementation of a good HR strategy will produce a learning process that is able to improve the quality of teaching. Thus, the learning process not only acts as a means of knowledge transfer, but also becomes a bridge in realizing qualified and professional teachers.

## 5. Conclusion

The results of this study confirm that Human Resource Management (HR) Strategy and Learning Process have an important role in improving the Quality of Teachers in schools. Improving HR management strategies, such as selective recruitment, professional development, and providing appropriate incentives, has been proven to be able to improve the quality of teachers, which ultimately has a positive impact on a more interactive, fun, and meaningful learning process. A good learning process is also a reflection of the quality of professional teachers, thereby producing quality educational output and increasing public trust in educational institutions. Thus, an effective HR management strategy can be a guideline for schools in building an education management system that is oriented towards quality and sustainability.

The implications of the results of this study show that school management needs to strengthen the aspect of human resource management by conducting continuous professional development of teachers, tightening the recruitment process to be more objective and transparent without the practice of nepotism, and providing awards for outstanding teachers to increase motivation and professionalism at work. In addition, a positive organizational culture needs to be created to support the creation of a conducive and quality-oriented work environment. The researcher also recommends that further research can expand the object of study in schools or other educational institutions with similar variables, so as to enrich understanding of the relationship between HR management strategies, learning processes, and teacher quality in a broader context. Thus, the results of this research are expected to be the basis for the development of managerial policies and practices that support the improvement of the quality of education in the future.

## 6. References

- Adiyasa, N. I. W., & Windayanti, W. (2019). The Influence of Motivation, Job Satisfaction, and Leadership on Employee Performance at PT. XYZ. *Journal of Business Strategy Management and Application*, 2(1), 23–30. <https://doi.org/10.36407/jmsab.v2i1.44>
- Ahmad, N., & Fatimah, S. (2020). Human resource management strategy in improving the quality of teaching in Jakarta elementary schools. *Journal of Educational Management*, 12(2), 145–158.
- Arikunto, S. (2020). *Research procedure: A practical approach (Revised Edition)*. Rineka Cipta.
- Armstrong, M., & Taylor, S. (2020). *Armstrong's handbook of human resource management practice (15th ed.)*. Kogan Page.
- Becker, B. E., & Huselid, M. A. (1998). High performance work systems and firm performance: A synthesis of research and managerial implications. *Research in Personnel and Human Resources Management*, 16, 53–101.
- Bersin, J. (2019). *HR transformation and employee experience in modern organizations*. Deloitte Insights.
- Brewster, C., Chung, C., & Sparrow, P. (2020). *Globalizing human resource management (3rd ed.)*. Routledge.
- Bruning, R. H., Schraw, G. J., & Norby, M. M. (2021). *Cognitive psychology and instruction (7th ed.)*. Pearson Education.
- Creswell, J. W. (2020). *Research design: A qualitative, quantitative, and mixed approach to methods (Terj. 5th ed.)*. Student Library.
- Creswell, J. W., & Poth, C. N. (2020). *Qualitative inquiry and research design: Choosing among five approaches (4th ed.)*. Sage Publications.
- Darling-Hammond, L. (2020). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 43(3), 291–309. <https://doi.org/10.1080/02619768.2020.1757341>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). *Effective teacher professional development*. Learning Policy Institute.
- Day, C., & Sammons, P. (2021). *The impact of leadership on student outcomes*. Springer.
- Denisi, A., & Smith, C. E. (2021). *Performance appraisal, performance management, and firm-level performance*. Routledge.
- Gallup. (2020). *State of the global workplace: 2020 report*. Gallup Press.
- Ghozali, I., & Latan, H. (2015). *Partial least squares: Concepts, techniques, and applications using SmartPLS 3.0 for empirical research*. Publishing Agency of Diponegoro University.
- Hair, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2021). *A primer on partial least squares structural equation modeling (PLS-SEM) (3rd ed.)*. Sage Publications.
- Hargreaves, A., & Fullan, M. (2019). *Professional capital: Transforming teaching in every school*. Teachers College Press.
- Haryanto, D., & Wulandari, S. (2021). Organizational culture and performance of secondary school teachers. *Journal of Educational Administration*, 28(1), 75–88.
- Hattie, J. (2021). *Visible learning: A synthesis of over 1,600 meta-analyses relating to achievement*. Routledge.

- Hattie, J., & Zierer, K. (2020). *Visible learning and the science of how we learn*. Routledge.
- Hussein, A. S. (2015). *Business and management research with partial least squares (PLS) approach with SmartPLS 3.0*. Brawijaya University Press.
- Ingersoll, R. (2020). The changing face of teaching and learning. *Educational Research Review*, 15(2), 88–103.
- Ingersoll, R. (2021). *The status of teaching as a profession*. University of Pennsylvania Press.
- Kelloway, E. K., & Day, A. L. (2020). *Building healthy workplaces: What we know so far*. Springer.
- Kumari, P., & Bhattacharya, S. (2020). Recruitment strategies and teacher quality in schools. *International Journal of Educational Research*, 102, 101572. <https://doi.org/10.1016/j.ijer.2020.101572>
- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2021). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, 113(4), 673–689.
- Kurniasih, E., & Fahlevi, R. (2023). Transformational leadership of school principals and their impact on teacher performance. *Journal of Educational Leadership*, 7(1), 33–44.
- Lestari, N., & Hidayati, M. (2022). The influence of human resource management on the quality of teaching in elementary schools. *Journal of Management and Education*, 10(3), 112–126.
- Leithwood, K., & Jantzi, D. (2020). *Transformational leadership in education*. Routledge.
- Mayer, R. E. (2020). *Learning and instruction* (3rd ed.). Pearson Education.
- Mayasari, D. (2023). HR management strategies in improving the quality of basic education. *Journal of Educational Administration*, 12(2), 98–110.
- Milkovich, G. T., Newman, J. M., & Gerhart, B. (2020). *Compensation* (13th ed.). McGraw-Hill Education.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2020). *Fundamentals of human resource management* (9th ed.). McGraw-Hill Education.
- OECD. (2020). *Teachers and school leaders as lifelong learners: TALIS 2018 results* (Vol. 2). OECD Publishing.
- Rizqi, M., & Hasanah, U. (2020). Human resource management practices in high school. *Journal of Education and Management*, 8(2), 121–135.
- Saks, A. M. (2021). Antecedents and consequences of employee engagement revisited. *Journal of Organizational Effectiveness*, 8(1), 76–99.
- Santrock, J. W. (2020). *Educational psychology* (6th ed.). McGraw-Hill Education.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach* (7th ed.). Wiley.
- Sekaran, U., & Bougie, R. (2020). *Research methods for business* (7th Edition). Salemba Four.
- Setiawan, D., & Wulandari, E. (2023). HR strategies and improving the quality of learning in elementary schools. *Journal of Educational Innovation*, 9(1), 45–57.
- Shulman, L. S. (2019). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4–14.
- Slavin, R. E. (2020). *Educational psychology: Theory and practice* (13th ed.). Pearson.
- Stronge, J. H. (2021). *Qualities of effective teachers* (3rd ed.). ASCD.



- Sugiyono. (2020). Quantitative, qualitative, and R&D research methods. Alfabet.
- Sukardi, I., & Nurdin, M. (2021). Human resource strategy and its implications for teaching. *Journal of Management Education*, 7(2), 88–102.
- Susanti, R., & Widodo, H. (2023). Needs-based teacher training: Influence on teaching effectiveness. *Journal of Educational Development*, 5(1), 66–77.
- Tschannen-Moran, M., & McMaster, P. (2021). Sources of self-efficacy: Four professional development formats and their relationship to self-efficacy and implementation of a new teaching strategy. *Elementary School Journal*, 110(2), 228–245.
- UNESCO. (2020). Global education monitoring report 2020: Inclusion and education – All means all. UNESCO Publishing.
- Wijaya, A., & Sari, N. (2022). Teacher career development towards motivation and performance. *Journal of Educational Performance*, 10(1), 54–65.
- Yusuf, A., & Pratiwi, L. (2021). HR strategies on teacher quality and student learning outcomes. *Journal of Educational Evaluation*, 9(2), 77–92.
- Zhao, Y. (2020). Build back better: How (and why) we must transform education post-COVID. Teachers College Press.