

Challenges of teacher human resource management in public schools: Evidence from an Indonesian junior high school

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Abstract

Teacher human resource management (HRM) has become a major organizational challenge in public schools due to increasing educational demands and management complexities. This study aimed to analyze teacher HRM challenges and identify fragmented patterns in workforce planning, professional development, supervision, and evaluation at SMP Negeri 1 Margorejo. Using a qualitative case study approach, data were collected through interviews with purposively selected school management personnel, including the vice principal and vice principal for curriculum and teacher, as well as through observations and documentation analysis. The findings showed that although the school had implemented several HRM functions, these practices remained weakly integrated within a strategic management system. Teacher shortages, uneven workloads, fragmented professional development, and administratively focused supervision reduced organizational coordination and HRM effectiveness. The study found that teacher management operated through separated managerial stages rather than a continuous strategic HRM cycle. These findings highlight the need for stronger integration among workforce planning, professional development, supervision, evaluation, and organizational improvement to strengthen strategic HRM implementation in public schools.

INTRODUCTION

The quality of education is strongly influenced by the quality of teachers as the central human resources within educational organizations. In public schools, teachers are not only responsible for delivering instructional activities but also play strategic roles in shaping students' competencies, learning environments, and institutional effectiveness. Consequently, the management of teacher human resources has become an important issue in educational organizations, particularly in responding to increasingly complex educational demands and organizational challenges. Several studies have emphasized that effective human resource management and organizational governance contribute significantly to improving educational quality and institutional performance (Indahyani et al., 2022; Patras et al., 2019). In addition, global educational reports have highlighted the growing concern regarding teacher shortages and workforce sustainability, particularly in public education systems facing unequal teacher distribution and increasing instructional demands (UNESCO, 2024).

In the broader perspective of organizational management, strategic human resource management (SHRM) has been recognized as an essential factor influencing organizational effectiveness and long-term institutional sustainability. SHRM emphasizes the importance of aligning workforce planning, professional development, supervision, and performance evaluation within an integrated management system (Boon et al., 2018). Human resource management practices are not merely administrative activities but constitute strategic organizational mechanisms that influence institutional productivity, workforce performance, and organizational outcomes. Furthermore, Wright and McMahan (1992) argue that strategic HRM enables organizations to create coherent management systems that support organizational adaptation, coordination, and long-term effectiveness. In educational institutions, this perspective implies that teacher management should be conducted systematically rather than through fragmented and isolated managerial practices.

Despite the growing importance of strategic HRM

in educational organizations, many public schools continue to experience substantial challenges related to teacher workforce planning and management. Teacher shortages, uneven workload distribution, limited staffing availability, and competency disparities remain common organizational problems in public education institutions (Sainah et al., 2025). Previous studies have shown that school leadership and workforce planning significantly influence teacher performance and institutional effectiveness (Rafid & Tinus, 2019). Similarly, Carmeli (2020) explains that strategic human capital management in public organizations is closely associated with organizational sustainability and performance improvement. In the Indonesian educational context, strategic HRM practices are increasingly necessary to address subject-teacher shortages, workload imbalance, and institutional coordination challenges that directly affect teaching quality and school performance (Enawar et al., 2024).

Another important aspect of teacher HRM involves professional development and teacher supervision processes. Continuous professional development is considered a crucial component in maintaining teacher competency, instructional quality, and organizational adaptability. Darling-Hammond et al. (2017) emphasize that effective teacher professional development should be continuous, collaborative, and connected to teachers' practical instructional needs. In addition, training and development systems within organizations are expected to support long-term competency improvement and sustainable workforce development (Noe, 2022). Within school organizations, teacher supervision and evaluation processes also play important roles in ensuring instructional quality and professional accountability. Previous studies indicate that managerial supervision conducted by school leaders contributes to improving teacher performance and organizational coordination (Mulyono et al., 2023; Saputri & Darsinah, 2023). However, professional development and supervision activities often remain administrative and insufficiently integrated with workforce planning and organizational improvement strategies.

Although previous studies have discussed teacher management, supervision, leadership, and educational quality, limited attention has been given to the fragmented nature of teacher HRM systems in public schools. Existing studies generally focus on individual managerial functions such as supervision, leadership, or professional development separately, rather than examining the integration among planning, development, evaluation, and organizational improvement processes. Truss (2001) argues that the relationship between HRM practices and organizational outcomes is often weakened by fragmented managerial implementation and inconsistent organizational integration. Likewise, Wright

and Snell (1991) explain that strategic HRM requires coherent integration among organizational functions to achieve long-term effectiveness. In educational institutions, the absence of integrated HRM systems may reduce organizational responsiveness, weaken teacher development processes, and limit institutional effectiveness. Moreover, collaborative leadership and organizational coordination are considered essential factors influencing teacher motivation, self-efficacy, and institutional performance (Liu et al., 2021).

These organizational challenges were also identified in SMP Negeri 1 Margorejo as a public junior high school operating within a dynamic educational environment. Preliminary observations and interviews indicated several issues related to teacher management practices, including teacher shortages in specific subjects, uneven teaching workloads, limited continuity of professional development activities, and supervision processes that were still administratively oriented. Although the school had implemented several HRM activities such as teacher coordination meetings, participation in *Musyawarah Guru Mata Pelajaran* (MGMP)—a subject-teacher professional forum commonly implemented in Indonesian schools, workshops, and internal supervision—the integration among workforce planning, professional development, supervision, and evaluation processes remained relatively weak. As a result, teacher management practices tended to operate through separated managerial stages rather than through a continuous strategic HRM cycle.

Based on these issues, this study aims to analyze the challenges of teacher human resource management in a public junior high school and to identify the fragmented patterns of HRM implementation within the organizational context of the school. This study also seeks to explain how workforce planning, professional development, supervision, and evaluation processes interact within teacher management practices. The findings are expected to contribute theoretically to the discussion of strategic HRM in educational organizations and practically to the development of more integrated teacher management systems in public schools.

LITERATURE REVIEW

Teacher Human Resource Management

Teacher human resource management (HRM) refers to a systematic organizational process involving workforce planning, professional development, supervision, evaluation, and organizational coordination to support institutional effectiveness and educational quality. Within organizational management studies, strategic human resource management (SHRM) emphasizes the alignment between organizational objectives and human resource practices to ensure sustainable institu-

tional performance.

Wright and McMahan (1992) explain that SHRM focuses on the integration of human resource policies and organizational strategies to strengthen institutional effectiveness and long-term organizational adaptation. Similarly, Boon et al. (2018) argue that strategic human capital management enables organizations to optimize workforce capabilities through coordinated management systems, competency development, and performance alignment. In educational institutions, this perspective indicates that teacher management should not merely focus on administrative routines but also on strategic organizational development and workforce sustainability.

The implementation of teacher HRM in educational institutions requires coherent coordination among workforce planning, professional development, supervision, and performance evaluation. Effective teacher management contributes significantly to institutional productivity, organizational stability, and educational outcomes. Strategic HRM systems are expected to support organizational integration and workforce effectiveness through coordinated managerial practices. Integrated HRM practices influence organizational performance by improving workforce productivity and institutional effectiveness. In school organizations, teacher HRM practices therefore need to function as integrated organizational systems rather than separated managerial activities. This perspective is particularly important in public schools where teacher allocation, workload distribution, and competency development directly influence educational quality and institutional performance.

Teacher HRM in Indonesian Public Schools

Teacher human resource management in Indonesian public schools operates within a centralized educational administration system that strongly influences workforce planning, teacher allocation, supervision, professional development, and organizational coordination. Public schools in Indonesia commonly face several organizational challenges related to uneven teacher distribution, staffing limitations, administrative workload, and institutional adaptation to educational policy changes (Haekal, 2022; Heyward et al., 2017; Osman et al., 2024). These conditions often affect workforce sustainability, instructional effectiveness, and overall school organizational performance (Innayatun & Wibowo, 2024).

Within the Indonesian education system, teacher management practices are closely connected to government regulations, curriculum policies, certification requirements, and administrative coordination mechanisms. Public schools frequently depend on external educational authorities for teacher allocation and

staffing decisions, thereby limiting institutional flexibility in responding to actual workforce needs (Setiadi & Muhafidin, 2024). As a result, several schools continue to experience uneven teacher distribution, workload imbalance, and difficulties in aligning workforce planning with instructional demands and organizational priorities (Haekal, 2022; Heyward et al., 2017).

In addition to workforce planning challenges, Indonesian public schools also implement various professional development and supervision activities such as MGMP participation, teacher workshops, academic supervision, and institutional coordination meetings. These activities are intended to strengthen teacher competency, curriculum implementation, and instructional quality within educational institutions. However, several studies have shown that teacher management practices in public schools often remain administrative and procedural rather than strategically integrated within long-term organizational development systems (Enawar et al., 2024; Rafid & Tinus, 2019).

The organizational characteristics of Indonesian public schools therefore provide an important context for understanding teacher HRM implementation within SMP Negeri 1 Margorejo. As a public educational institution operating under staffing limitations, administrative dependency, and organizational coordination challenges, the school represents a relevant case for examining how workforce planning, professional development, supervision, and evaluation are implemented and interconnected within teacher management practices.

Workforce Planning in Public Schools

Workforce planning represents one of the most essential components of teacher human resource management in educational organizations. Workforce planning involves the process of identifying organizational staffing needs, allocating teachers according to institutional demands, and ensuring workforce sustainability within educational systems. UNESCO (2024) highlights that educational institutions worldwide continue to face significant challenges related to teacher shortages, unequal teacher distribution, and increasing instructional demands. In many public schools, workforce planning problems contribute to workload imbalance, limited instructional effectiveness, and organizational inefficiency. Consequently, strategic workforce management has become increasingly important in ensuring the sustainability of educational institutions and maintaining instructional quality.

In the context of public educational organizations, workforce planning is closely associated with organizational coordination, human capital management, and institutional performance. Carmeli (2020) argues that strategic human capital management in public organizations contributes significantly to organizational sustain-

ability and workforce effectiveness. Similarly, Rafid and Tinus (2019) explain that school leadership and teacher management practices influence the quality of educational personnel and institutional coordination within schools.

In Indonesia, public schools frequently encounter staffing limitations, uneven subject-teacher allocation, and workload disparities that affect teacher performance and organizational effectiveness. Enawar et al. (2024) further emphasize that strategic HRM practices are necessary to strengthen workforce coordination, competency development, and institutional responsiveness within educational organizations. Therefore, workforce planning should not only focus on teacher allocation but also on long-term organizational sustainability and integrated teacher management.

Professional Development and Teacher Evaluation

Professional development constitutes a crucial aspect of teacher HRM because it supports competency improvement, instructional effectiveness, and organizational adaptability. In educational organizations, continuous professional development enables teachers to respond to changing educational demands, curriculum transformation, and technological development. Darling-Hammond et al. (2017) explain that effective teacher professional development should be continuous, collaborative, and connected to teachers' practical instructional needs. Professional development activities such as workshops, teacher collaboration forums, training programs, and subject-teacher associations are expected to strengthen instructional quality and organizational learning within schools. In addition, teacher professional development also contributes to improving organizational flexibility and institutional responsiveness in dynamic educational environments.

Besides professional development, teacher supervision and evaluation are essential managerial mechanisms in maintaining instructional quality and organizational accountability. Supervision processes enable school leaders to monitor instructional implementation, teacher performance, and institutional coordination within educational organizations. Chai (2021) emphasizes that teacher professional development should be integrated with competency-based learning systems and continuous instructional improvement. Similarly, Noe (2022) explains that organizational training and development systems should support long-term competency enhancement and sustainable workforce development. In educational institutions, teacher supervision and evaluation therefore function not only as administrative monitoring activities but also as strategic organizational mechanisms for improving teacher performance and institutional quality.

Previous studies have demonstrated that man-

agerial supervision conducted by school leadership contributes significantly to teacher coordination, professional accountability, and organizational effectiveness. Mulyono et al. (2023) explain that managerial competence among school leaders influences teacher performance and institutional coordination within schools. Likewise, Saputri and Darsinah (2023) found that academic supervision contributes to improving teacher professionalism and instructional monitoring processes.

However, teacher supervision and evaluation practices in many schools often remain procedural and administrative rather than strategically integrated with workforce planning and professional development systems. As a result, teacher development activities may become fragmented and less responsive to actual organizational needs.

Integrated HRM Systems

Integrated HRM systems refer to the coordination and alignment among workforce planning, professional development, supervision, evaluation, and organizational improvement processes within an institution. In strategic HRM theory, organizational effectiveness is achieved when managerial functions operate through interconnected and coherent systems rather than fragmented administrative activities. Wright and Snell (1991) explain that strategic HRM requires integration among organizational functions to support workforce flexibility, institutional adaptation, and long-term effectiveness.

The perspective suggests that organizations need to develop coherent managerial systems in which planning, development, supervision, and evaluation processes continuously support one another. In educational institutions, integrated HRM systems are important because teacher management directly influences instructional quality, institutional coordination, and organizational sustainability.

The absence of integration among HRM functions may weaken organizational effectiveness and reduce the long-term impact of workforce management practices. Truss (2001) argues that fragmented HRM implementation often creates inconsistencies between managerial objectives and organizational outcomes, thereby limiting institutional effectiveness. That organizational performance is strongly influenced by the extent to which HRM practices are systematically integrated within organizational structures.

In school organizations, fragmented teacher HRM systems may lead to disconnected workforce planning, ineffective professional development, weak supervision integration, and limited organizational improvement. Therefore, understanding the integration among teacher HRM functions is essential in analyzing orga-

nizational challenges and improving strategic management practices within public schools. This theoretical perspective also provides the conceptual foundation for examining fragmented teacher HRM implementation in SMP Negeri 1 Margorejo as explored in this study.

METHODS

Research Design

This study employed a qualitative case study approach to explore the challenges of teacher human resource management within the organizational context of a public junior high school. A qualitative approach was considered appropriate because the study aimed to understand managerial processes, organizational dynamics, and the implementation of teacher HRM practices based on participants' experiences and institutional realities. Qualitative research enables researchers to examine organizational phenomena in depth and to interpret social and managerial processes within their natural settings. In the context of this study, the qualitative case study design was used to investigate how workforce planning, professional development, supervision, and evaluation were implemented and interconnected within teacher management practices at SMP Negeri 1 Margorejo.

The case study approach was selected because it allows researchers to explore organizational challenges comprehensively within a specific institutional setting. The study focused on understanding fragmented teacher HRM implementation as an organizational phenomenon occurring within the school environment. This approach was also relevant to the objective of identifying how teacher management activities were coordinated, implemented, and interpreted within the school organization. By using a qualitative case study approach, the research was expected to provide contextual understanding regarding teacher HRM challenges and organizational management practices in public schools.

Research Site

The study was conducted at SMP Negeri 1 Margorejo, a public junior high school operating within the Indonesian public education system. The school was selected purposively because it represented a public educational institution experiencing several organizational

challenges related to teacher human resource management, including teacher shortages, workload distribution issues, professional development implementation, and supervision coordination. Preliminary observations indicated that although the school had implemented several teacher management activities, the integration among workforce planning, professional development, supervision, and evaluation processes remained relatively limited.

The selection of SMP Negeri 1 Margorejo was also based on the relevance of its organizational conditions to the focus of this study. As a public school operating within administrative and staffing constraints, the institution provided a suitable context for examining how teacher HRM practices were implemented in everyday organizational settings. Furthermore, the school had actively conducted teacher coordination meetings, MGMP participation, workshops, and supervision activities, enabling the researcher to explore both the implementation and the challenges of teacher HRM practices within the institutional environment.

Participants

The study involved school management personnel who were directly associated with teacher coordination, supervision, and professional development activities. The participants were purposively selected based on their managerial involvement in teacher human resource management practices within the school organization. The profile of the research participants is presented in Table 1. As shown in Table 1, both participants occupied strategic managerial positions that enabled them to provide relevant information regarding teacher management practices, coordination mechanisms, and supervision processes within the school.

Data Collection

Data were collected through semi-structured interviews, observations, and documentation analysis. Semi-structured interviews were used as the primary data collection technique because they enabled the researcher to explore participants' perspectives regarding workforce planning, teacher development, supervision practices, and organizational coordination within the school. The interview process also provided flexibility for participants to explain managerial experiences and organizational challenges related to HRM implementation.

Table 1. Characteristics of participants

Participant Code	Position	Role in Teacher HR Management	Data Source
P1	Vice Principal	Teacher coordination and school management	Interview
P2	Vice Principal for Curriculum and Teacher	Curriculum coordination, teacher supervision, classroom instruction, and professional development	Interview

Source. Author(s)' own work.

In addition to interviews, observations were conducted to understand the implementation of teacher management practices within the school environment. Observations focused on organizational activities related to teacher coordination, supervision processes, and professional development practices. Documentation analysis was also conducted to support data triangulation and strengthen research credibility. The analyzed documents included teacher coordination records, supervision documents, school activity reports, and other organizational materials related to teacher management activities.

The use of multiple data collection techniques enabled the researcher to obtain more comprehensive and contextual information regarding teacher HRM practices within the school organization. Triangulation among interviews, observations, and documentation was also important in improving the trustworthiness and consistency of the research findings.

Triangulation Process

To strengthen the credibility and trustworthiness of the findings, this study applied data triangulation by comparing information obtained from interviews, observations, and institutional documentation. Triangulation was considered important because the study explored organizational and managerial processes related to teacher human resource management within a specific institutional context.

The triangulation process was conducted by examining the consistency of information across different data sources. Interview findings obtained from school management participants were compared with observation findings related to teacher coordination activities, supervision practices, workload distribution, and organizational routines within the school environment. In addition, institutional documents such as teacher coordination records, supervision reports, school activity reports, and organizational documents were analyzed to support and verify the information obtained during interviews and observations.

To illustrate the integration and cross-validation process among the three data sources, the triangulation framework applied in this study is presented in Figure 1.

The figure illustrates that interviews, observations, and documentation were systematically interconnected throughout the data analysis process. The triangulation procedure enabled the researcher to compare evidence across different sources in order to verify emerging themes and strengthen interpretative consistency. Interviews provided primary information regarding managerial perspectives and organizational practices, while observations offered contextual evidence concerning coordination activities, supervision practices, and daily school routines. Documentation functioned as support-

ing evidence to confirm the consistency of findings derived from interviews and observations.

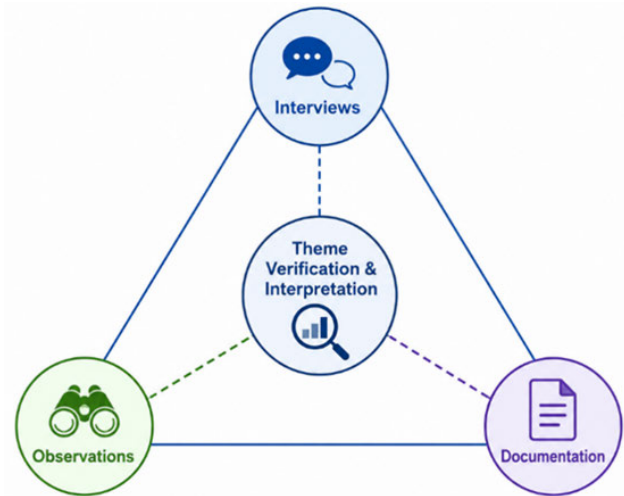


Figure 1. Data Triangulation Process in Qualitative Research
Source. Author(s)' own work.

The use of multiple data sources enabled the researcher to identify recurring organizational patterns and reduce the possibility of interpretative bias during data analysis. For example, statements from participants regarding teacher workload distribution and supervision practices were further examined through classroom observations, coordination activities, and school documentation. Similarly, findings related to professional development activities were supported by documentation regarding MGMP participation, workshops, and institutional coordination programs.

Through this triangulation process, the study sought to ensure that the identified themes and organizational interpretations were not based solely on individual participant perspectives, but were also supported by observational evidence and institutional documentation. As a result, triangulation contributed to improving the consistency, credibility, and contextual depth of the research findings.

Data Analysis

The collected data were analyzed using thematic analysis techniques involving data reduction, data categorization, interpretation, and conclusion development. The analysis process began with organizing interview transcripts, observation notes, and supporting documents into meaningful categories related to teacher workforce planning, professional development, supervision, evaluation, and organizational coordination. The researcher then identified recurring themes and patterns associated with teacher HRM challenges and fragmented management practices within the school.

Thematic analysis was considered suitable because it enabled the researcher to interpret organizational

processes and managerial relationships systematically. Through this analytical approach, the study identified several interconnected organizational issues, including workforce planning limitations, fragmented supervision systems, uneven professional development implementation, and weak integration among HRM functions. The findings were then interpreted using the perspectives of strategic human resource management and organizational management discussed in the previous sections.

To ensure the credibility of the findings, the researcher applied data triangulation by comparing information obtained from interviews, observations, and documentation. This process helped strengthen the consistency of the identified themes and reduced the possibility of interpretative bias during data analysis. As a result, the study was expected to provide a comprehensive understanding of teacher HRM challenges and organizational management practices within the context of public.

RESULTS

Teacher Workforce Planning Challenges

The findings revealed that teacher workforce planning remained one of the major organizational challenges within the school. Based on interviews with school management personnel, the school experienced shortages of teachers in several core subjects, particularly Mathematics, Bahasa Indonesia, and Islamic Education. These limitations affected workload distribution, instructional coordination, and classroom scheduling within the school.

The Vice Principal explained that teacher allocation was arranged at the beginning of the academic year through teaching load distribution based on class needs and certification requirements. Teachers were expected to fulfill a minimum teaching load of 24 instructional hours. However, staffing availability was not always proportional to the actual instructional demands in several subject areas.

“Several teachers teach more than one class responsibility because the number of available subject teachers is still limited.”

(P1, interview)

Observation findings also showed that several instructional schedules had to be adjusted according to teacher availability and staffing limitations. School management documents further indicated that staffing allocation still depended largely on external administrative policies rather than internal institutional planning.

“Teacher allocation is determined through external administrative mechanisms, so the school sometimes

needs to adjust internally to fulfill instructional needs.”

(P2, interview)

Based on managerial perspectives supported by observations and documentation, workforce planning limitations contributed to uneven workload distribution and organizational coordination challenges within the school. Several managerial and instructional activities needed continuous adjustment according to staffing availability and scheduling conditions.

Professional Development Practices

The findings showed that the school had implemented several professional development activities to support teacher competency improvement and instructional quality. These activities included MGMP participation, workshops, webinars, internal coordination meetings, and collaboration among teachers within similar subject groups. MGMP activities functioned as collaborative professional learning forums for teachers (Putrawan et al., 2023). Participants explained that professional development activities were considered important for supporting curriculum implementation and instructional adaptation within the school.

“Teachers are encouraged to participate in MGMP activities and training programs so they can adjust to curriculum changes and classroom needs.”

(P2, interview)

Observation data also showed that teachers participated in periodic coordination meetings and collaborative discussions related to curriculum implementation and classroom learning adaptation. Several school documents indicated that teachers had been involved in both internal and external professional development programs. However, the findings indicated that the continuity and integration of professional development activities remained relatively limited. Participants explained that several activities were conducted periodically but were not consistently connected to competency mapping, workforce planning, or long-term organizational evaluation.

“Most training activities are implemented based on current program needs and administrative schedules.”

(P1, interview)

As a result, professional development activities tended to operate separately from broader organizational planning processes. Based on observations and documentation, teacher development programs were implemented operationally, but coordination among development, supervision, and evaluation activities remained relatively weak.

Teacher Evaluation and Organizational Supervision

The findings revealed that teacher evaluation and supervision were implemented through classroom monitoring, coordination meetings, instructional supervision, and internal evaluation activities. Participants explained that supervision activities were conducted periodically to monitor curriculum implementation, teacher discipline, and instructional activities within the school. Academic supervision functioned primarily as an operational monitoring mechanism within the school management system (Saputri & Darsinah, 2023).

“Supervision activities are usually conducted through classroom monitoring and coordination meetings to evaluate instructional implementation.”

(P2, interview)

Observation findings also showed that supervision primarily focused on administrative monitoring, such as instructional preparation, attendance, and documentation completeness, while internal coordination meetings addressed school organizational conditions and educational activities.

Participants further explained that organizational coordination among school management personnel played an important role in maintaining educational activities despite staffing limitations and administrative constraints.

“Coordination among school management personnel is necessary because several activities must be adjusted according to teacher availability and institutional conditions.”

(P1, interview)

However, the findings indicated that supervision and evaluation activities were still predominantly administrative in orientation. Based on managerial perspectives and documentation analysis, evaluation activities were not consistently connected to teacher development planning or long-term organizational improvement strategies. Consequently, supervision processes tended to function separately from broader HRM coordination processes within the school. The identified HRM practices and organizational challenges are summarized in Table 2.

Table 2. Summary of teacher HRM challenges

HRM Component	Existing Practice	Main Challenge	Impact
Workforce Planning	Teacher allocation	Teacher shortage	Uneven workload
Professional Development	MGMP, workshops	Limited continuity	Uneven competency
Supervision	Weekly monitoring	Administrative focus	Limited performance improvement
Evaluation	Internal review	Not integrated	Weak HR alignment

Source. Author's work

Table 2 indicates that the school had implemented several important teacher HRM functions, including workforce planning, professional development, supervision, and evaluation activities. However, the implementation of these functions had not yet been fully integrated, as coordination among different HRM components remained relatively limited. Each activity tended to operate separately and was primarily oriented toward addressing immediate institutional needs rather than establishing a comprehensive and sustainable teacher management system. As a result, several challenges such as uneven teacher workload, inconsistent professional development programs, administratively focused supervision, and weak alignment between evaluation and HR planning continued to affect the overall effectiveness of teacher human resource management within the school.

Student Management and Organizational Discipline

The findings showed that student management focused primarily on discipline control, student supervision, and organizational coordination. Student admis-

sion was conducted annually according to school capacity, with four classes allocated for each academic cohort.

In terms of student development, the school emphasized leadership coaching through student organizations, particularly for Grade 8 and Grade 9 students. Student organizational administrators were expected to assist teachers in guiding and directing other students during school activities.

Observation findings also indicated that disciplinary supervision became an important aspect of student management. Students who brought mobile phones to school were required to deposit them with teachers and were only allowed to use them for instructional purposes under supervision.

Participants explained that the school also attempted to provide digital ethics education to limit student exposure to inappropriate online content.

“Students are still frequently reminded to focus on learning because many of them tend to spend more time interacting socially rather than studying independently.”

(P1, interview)

The findings additionally indicated that student evaluation systems were still relatively limited. Although supervision and disciplinary monitoring were implemented routinely, systematic evaluation regarding student development and program effectiveness had not yet been conducted comprehensively.

Facilities and Infrastructure Management

The findings revealed that the school possessed relatively adequate facilities to support instructional activities, including classrooms, teacher rooms, and supporting educational facilities. Observation findings showed that the school had recently added three new classrooms to accommodate student capacity needs.

However, participants explained that infrastructure management remained constrained by geographical conditions because the school was located on unstable soil. This condition caused school buildings to be vulnerable to structural damage and required periodic repairs.

“The school buildings are relatively vulnerable to damage because the land condition is unstable, so repairs are frequently needed.”

(P1, interview)

The findings showed that infrastructure planning was conducted mainly based on immediate institutional needs, particularly classroom availability according to student admission capacity. However, infrastructure maintenance planning remained largely reactive. Repairs were generally proposed after damage had occurred rather than through preventive maintenance systems. Observation findings also indicated that several facilities had not been utilized optimally. The school library, for example, was rarely visited by students, who tended to spend more time interacting socially outside academic activities.

In terms of maintenance, the school conducted basic routine cleaning activities, including daily cleaning and weekly collective cleaning programs. Nevertheless, major repairs depended heavily on external assistance and institutional support.

These findings indicated that facilities and infrastructure management had functioned operationally but remained limited in preventive planning, maintenance

integration, and optimal facility utilization.

Fragmented Teacher HRM Cycle

Further analysis revealed that workforce planning, professional development, supervision, and evaluation within the school were implemented through separated managerial processes rather than through an integrated strategic HRM system.

Although the school had implemented several managerial functions operationally, weak coordination remained visible among planning, development, supervision, and evaluation activities. Workforce planning was not consistently connected to competency development programs, while supervision and evaluation processes were not systematically linked to long-term HR improvement strategies.

“Professional development and supervision activities are conducted regularly, but they are not always connected to long-term planning and evaluation.”

(P2, interview)

Observation findings also indicated that managerial activities tended to focus on immediate operational needs and administrative completion. Professional development, supervision, and evaluation were implemented independently according to separate institutional demands.

“Most HR management activities are still conducted operationally because the school focuses first on fulfilling immediate institutional needs.”

(P1, interview)

Based on managerial perspectives, observations, and documentation analysis, fragmented HRM implementation affected workload distribution, supervision effectiveness, competency development continuity, and organizational coordination within the school. Weak integration among workforce planning, professional development, supervision, and evaluation contributed to limited organizational flexibility and reduced long-term HRM effectiveness.

The relationship between the identified HRM challenges and their organizational implications is summarized in Table 3.

Table 3. Summary of HRM Challenges and Organizational Implications

Challenge	Evidence from Findings	Organizational Implication
Teacher shortage	Limited subject teachers	Workload imbalance
Fragmented planning	Development not need-based	Low HR effectiveness
Limited supervision integration	Monitoring not linked to training	Weak competency improvement
Administrative orientation	HR practices mostly procedural	Strategic HRM not achieved

Source. Author(s)' own work.

Table 3 demonstrates that the identified HRM challenges were interconnected organizational issues rather than isolated managerial problems. The findings indicate that weak coordination among workforce planning, professional development, supervision, and evaluation processes contributed to fragmented teacher HRM implementation within the school organization.

DISCUSSION

Strategic HRM in Public Schools

The findings of this study demonstrate that teacher human resource management within the school organization was still predominantly administrative rather than strategically integrated. Although the school had implemented workforce planning, professional development, supervision, and evaluation activities, these managerial functions were not consistently interconnected within a coherent organizational system. This condition indicates that teacher management practices were still oriented toward operational completion and administrative coordination rather than long-term organizational sustainability. In strategic human resource management (SHRM), workforce management should function as an integrated organizational mechanism that aligns human resource practices with institutional objectives and organizational effectiveness (Wright & McMahan, 1992). Likewise, Boon et al. (2018) explain that strategic human capital management contributes significantly to organizational sustainability through the integration of workforce planning, development, and performance management systems.

The fragmented implementation of teacher HRM identified in this study further indicates that organizational coordination among managerial functions remained relatively weak. Workforce planning was not systematically connected to competency development, while supervision and evaluation activities were not consistently integrated into organizational improvement processes. Consequently, HRM practices tended to operate as separated managerial stages rather than as a continuous strategic cycle. This finding supports Wright and Snell (1991) argument that organizational effectiveness depends heavily on the integration of HRM functions within coherent management systems. That integrated HRM practices contribute significantly to workforce productivity, organizational coordination, and institutional effectiveness. In the context of educational organizations, the absence of integrated HRM systems may reduce institutional responsiveness and weaken long-term teacher management strategies.

The findings also illustrate the complexity of teacher HRM implementation within public school organizations operating under administrative limitations and workforce constraints. Teacher shortages, uneven

workload distribution, and limited workforce flexibility created organizational pressures that affected both instructional implementation and institutional coordination. Public educational institutions often encounter challenges related to workforce sustainability, resource limitations, and institutional adaptation within changing educational environments (UNESCO, 2024). From the perspective of public sector organizational management, strategic human capital management is essential for maintaining workforce sustainability and institutional effectiveness (Carmeli, 2020). Therefore, the findings of this study suggest that public schools require more adaptive and strategically integrated HRM systems to strengthen organizational coordination and improve long-term institutional performance.

Based on the findings and theoretical interpretation, this study identified a fragmented pattern in the implementation of teacher human resource management within the school organization. Although workforce planning, professional development, supervision, and evaluation activities had been implemented, the connections among these managerial stages remained relatively weak. Importantly, these findings were derived from managerial perspectives obtained through interviews with school management participants and were further supported by observation and institutional documentation.

To clarify the organizational relationship among these HRM functions, Figure 2 presents the fragmented cycle of teacher human resource management identified in this study.

Figure 2 illustrates that teacher HRM implementation within the school operated through separated managerial stages rather than through a continuous strategic management cycle. From the managerial perspective, workforce planning, professional development, supervision, and organizational improvement were not consistently integrated into a coherent institutional system. Observation findings and institutional documents also indicated limited coordination among these managerial processes. As a result, HRM implementation tended to function as fragmented administrative activities rather than as a sustainable strategic cycle.

The weak integration among workforce planning, professional development, supervision, and organizational improvement potentially reduced the effectiveness of long-term teacher management and institutional sustainability within the school organization. Truss (2001) argues that fragmented HRM implementation frequently weakens organizational alignment and limits the effectiveness of institutional management practices. Similarly, Toropova et al. (2021) explain that organizational working conditions and management quality significantly influence institutional coordination and workforce sustainability within educational organizations.

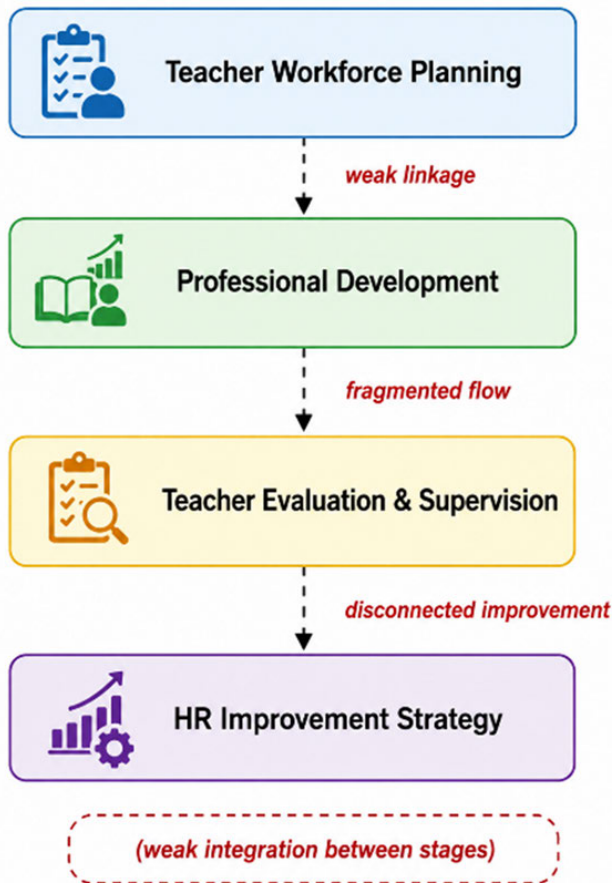


Figure 2. Fragmented Teacher HRM Cycle in Public School
Source. Author(s)' own work.

Theoretical Contributions

This study contributes to the strategic human resource management (SHRM) literature by providing empirical evidence regarding the fragmented implementation of teacher HRM within public school organizations. Previous studies on educational HRM have generally emphasized teacher shortages, professional development, leadership effectiveness, or administrative management practices separately. However, limited attention has been given to how workforce planning, professional development, supervision, and evaluation operate relationally within a school management system. In response to this research gap, the findings of this study demonstrate that the major challenge in teacher HRM implementation does not merely lie in resource limitations or administrative constraints, but also in the weak integration among HRM functions within the organizational structure.

The study further extends SHRM perspectives by showing that the existence of HRM activities within public schools does not automatically indicate the implementation of strategic HRM systems. Although workforce planning, professional development, supervision, and evaluation activities were operationally imple-

mented, these managerial processes largely functioned as separated administrative mechanisms rather than as an integrated strategic management cycle. This finding refines existing SHRM literature emphasizing organizational alignment and integrated workforce management (Boon et al., 2018; Wright & McMahan, 1992) by demonstrating that organizational fragmentation may persist even when formal HRM practices are institutionally present.

Importantly, this study introduces the concept of a “Fragmented Teacher HRM Cycle” to explain how disconnected managerial processes may weaken organizational coordination, workforce sustainability, and long-term institutional effectiveness within public educational organizations. From a theoretical perspective, the study suggests that strategic HRM implementation in schools should not be evaluated solely based on the existence of managerial activities, but also on the degree of integration among workforce planning, competency development, supervision, and organizational evaluation processes. Consequently, the findings contribute to expanding the discussion of SHRM implementation within educational institutions, particularly in public school contexts characterized by administrative dependency, workforce limitations, and organizational coordination challenges.

Managerial Implications

The findings of this study indicate that improving teacher HRM effectiveness in public schools requires stronger integration among workforce planning, professional development, supervision, and organizational evaluation processes. Teacher management should not be conducted solely through administrative coordination but should instead function as a strategic organizational process connected to long-term institutional development. Integrated workforce planning is important to ensure that teacher allocation, workload distribution, and competency development are aligned with organizational needs and educational objectives. Organizational training and development systems are also essential for maintaining workforce sustainability and improving institutional effectiveness (Noe, 2022). Similarly, Karoso et al. (2024) emphasize that strategic HRM practices contribute significantly to improving educator quality and strengthening institutional development within educational organizations.

The study also highlights the importance of leadership collaboration and organizational coordination in supporting effective teacher management practices. School management personnel need to develop collaborative communication mechanisms that connect teacher supervision, professional development, and organizational evaluation processes within a coherent management system. Effective organizational coordina-

tion enables educational institutions to respond more adaptively to workforce limitations and institutional challenges. Previous studies have shown that collaborative leadership and stakeholder coordination contribute significantly to organizational effectiveness and teacher management quality within schools (Liu et al., 2021; Muhadi et al., 2021). Therefore, strengthening coordination among managerial actors is important for improving institutional responsiveness and organizational sustainability within public schools.

In addition, the findings indicate that public schools require sustainable HR development systems that support continuous teacher competency improvement and organizational quality assurance. Professional development programs should be designed based on organizational needs analysis rather than solely administrative requirements. Likewise, supervision and evaluation activities should be integrated into long-term organizational improvement strategies to strengthen workforce effectiveness and institutional adaptability. Organizational quality assurance systems are important for maintaining institutional consistency and improving management effectiveness within educational institutions (Rahminawati, 2021). Similarly, the implementation of internal quality assurance systems contributes to strengthening organizational evaluation and institutional improvement processes within schools (Warta et al., 2024).

Limitations and Future Research Directions

This study has several limitations that should be considered in interpreting the findings. First, the study involved only two participants who occupied managerial positions within the school organization. Although both participants possessed relevant organizational knowledge regarding teacher management practices, the limited number of participants restricted the diversity of perspectives explored in the study. Second, the research focused on a single public junior high school, meaning that the findings cannot be generalized broadly to all educational institutions or organizational contexts.

Despite these limitations, the study contributes im-

portant insights regarding fragmented teacher HRM implementation within public school organizations. The findings provide a conceptual understanding of how workforce planning, professional development, supervision, and evaluation processes may operate separately rather than as integrated strategic management systems. Future studies are recommended to involve comparative school cases, additional organizational actors, and broader educational management contexts to strengthen understanding regarding strategic HRM implementation and organizational coordination within educational institutions.

CONCLUSION

This study examined teacher human resource management within the organizational context of a public junior high school and found that teacher HRM implementation remained fragmented rather than strategically integrated. Although the school had implemented workforce planning, professional development, supervision, and evaluation activities, these managerial functions operated through separated processes with limited coordination among HRM components. Based on managerial perspectives supported by observations and institutional documentation, teacher shortages, uneven workload distribution, fragmented professional development, and administratively oriented supervision contributed to weak organizational coordination and limited HRM effectiveness within the school.

The findings highlight that the effectiveness of teacher HRM in public schools depends not only on the existence of managerial activities but also on the integration among workforce planning, professional development, supervision, evaluation, and organizational improvement processes. This study emphasizes the importance of developing more adaptive and integrated teacher HRM systems to strengthen organizational coordination, workforce sustainability, and institutional effectiveness within public educational organizations. Future studies are recommended to explore integrated teacher HRM implementation across broader institutional settings and educational contexts.

AUTHOR DECLARATIONS

Ethical Approval or Exemption/Waiver: This study involved minimal-risk qualitative research through interviews, observations, and documentation analysis conducted within an educational institution. Formal ethical approval was not required according to institutional regulations. The study was conducted in accordance with ethical research principles, including voluntary participation, confidentiality, and participant anonymity.

Informed Consent: Informed consent was obtained from all participants prior to data collection. Participants were informed about the purpose of the study, voluntary participation, confidentiality, and their right to withdraw from the study at any time.

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