The Role Of Human Resource Management In Improving The Performance And Skills Of Educational Personnel

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ARTICLE INFO	ABSTRACT
	This study aims to explore how human resource management (HRM) contributes to improving the performance and skills of educational staff in higher education. So far, more attention has been focused on lecturers, while the strategic role of educational staff has not been studied in depth. The study uses a descriptive qualitative approach. Data were obtained through semi-structured interviews, direct observation of managerial activities, and analysis of HRM policy documents from one state/private university in Indonesia. The analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and drawing conclusions. Validity was maintained through triangulation of sources and techniques, as well as member checking. The results show that HR management practices have not been fully integrated. Training programs are not yet based on specific needs, performance evaluations have not been linked to career development, and reward systems are still limited. Other challenges include high workloads, limited digital literacy, and lack of welfare support. However, supportive leadership and a positive work culture have a positive impact on motivation and performance. Planned, adaptive, and competency-based HR management is needed to improve the professionalism and productivity of education personnel sustainably in the university environment.

1. INTRODUCTION

Human resources play a crucial role in educational institutions, as the quality of education is highly dependent on the quality and performance of

the human resources involved (Susanti, 2021). Until now, research has tended to focus on educators such as lecturers and teachers, even though the role of educational staff (non-academic staff) is equally important in supporting the daily operations of higher education institutions (Nicolau et al., 2023). Educational staff encompass various positions such as academic administrative staff, financial staff, librarians, laboratory technicians, computer technicians, archivists, public relations staff, and other functional positions that support the implementation of the three pillars of higher education. Their role is vital in ensuring the smooth operation of campus activities and in providing quality services to students, faculty members, and other stakeholders (Nicolau et al., 2023).

Various previous studies have shown that effective human resource (HR) management contributes significantly to improving the quality of educational institutions (Sanda et al., 2022) (Susanti, 2021). HR management includes a series of integrated functions, such as workforce planning, recruitment and selection, orientation and placement, training and development, performance appraisal, career management, compensation, and dismissal. All of these functions aim to ensure that the organization has quality and motivated HR in achieving its goals (Hidayah & Sumarno, 2023). In the context of higher education in Indonesia, the management of educators and education personnel is a strategic step in realizing an increase in the quality of education effectively and efficiently. Reliable HR will only be realized if the education system has an ideal mechanism for recruitment, selection, coaching, evaluation, and proper dismissal (Hidayah & Sumarno, 2023). Therefore, the managerial role of leaders and HR bureaus greatly determines the development of the competence of educators and education personnel (Susanti, 2021).

On the other hand, human resources also have a very important role in driving the progress of a nation. Although a country has a wealth of natural resources, development will not take place optimally without the support of competent human resources (Lubis, 2022). In the context of education, the quality of service is largely determined by the quality of the human resources involved. Educators and education personnel are often considered the most important assets in an educational institution (Popescu & Băltăreţu, 2012). Therefore, universities need to implement systematic and integrated human resource management to strengthen the strategic role of education personnel in supporting the achievement of institutional goals.

HR management not only covers administrative aspects, but also skills development, performance coaching, and the creation of a healthy and productive work environment. From an academic perspective, a number of

empirical studies have shown that factors such as work environment, motivation, and organizational culture have a positive influence on the performance of education personnel. (Cahyani et al., 2023) found that work environment and work motivation contribute significantly to improving the performance of faculty staff. In the Philippines, (Manalo & Apat, 2021) also noted a correlation between motivational factors—such as professional development opportunities and a conducive work environment—and the quality and quantity of non-academic staff output. The study by (Akib et al., 2022) added that a good organizational work culture also encourages improved performance of teachers and education personnel, a finding that is also relevant to the higher education environment.

A supportive work environment, inspiring leadership, and a fair reward system have been shown to have a positive impact on increasing the productivity of educational staff (Sugianto, 2023). In addition, proper competency management—through training, career development, and job placement according to expertise—contributes significantly to the effectiveness of individual and organizational performance (Hidayah & Sumarno, 2023).

In addition to these contextual factors, professional and planned HR management practices have also proven effective in increasing the capacity of educational staff. (Nurlindah et al., 2020) emphasized the importance of systematic HR management to ensure the quality of education. (Sanda et al., 2022) showed that the implementation of HR management in religious universities includes stages ranging from workforce needs analysis, selective recruitment and selection, structured work contracts, ongoing coaching, to consistent performance assessments. Concrete forms of this quality improvement include facilitating educators and education personnel to continue their studies, providing training according to their fields of duty, and involving them in research and community service activities.

As a form of commitment to developing the quality of human resources in education, one of the government programs through the Ministry of Education and Culture (Kemendikbud) through the Directorate General of Teachers and Education Personnel (Ditjen GTK) is holding the Selection of Outstanding and Dedicated Educators and Education Personnel in 2019. This program is a concrete step in supporting the development of superior and competent Indonesian human resources (Risdianto et al., 2023).

Based on this background, it is clear that the role of HR management in the context of higher education education personnel deserves to be studied in depth. However, empirical research that specifically focuses on education

personnel in higher education is still relatively limited (Nicolau et al., 2023). Most HR studies in higher education focus more on lecturers or other academic aspects. Therefore, this article aims to explore how HR management practices play a role in improving the performance and skills of education personnel. The study uses a qualitative approach in order to explore the experiences, perceptions, and real needs of education personnel regarding HR management in their institutions. This discussion is expected to be able to provide theoretical and practical contributions to the development of professional and highly competitive educational institutions.

2. LITERATURE REVIEW

Human Resources in Education

Human resources are the main component in the success of an institution, including educational institutions. According to (Lubis, 2022), even though a country has abundant natural resources, without being supported by quality HRD, development will not run optimally. This is in line with the opinion of (Popescu & Băltăreţu, 2012), who emphasized that in the context of educational institutions, HRD, especially educators and education personnel, is the most important asset that determines the quality of educational services. HRD is not only the main driver of the organization, but also the motor of innovation and creativity that can differentiate between success and failure.

Educational Personnel in Higher Education

According to the National Education System Law No. 20 of 2003, educational personnel are members of the community who are tasked with assisting in the implementation of education. In higher education, educational personnel include librarians, technicians, administrative staff, and laboratory personnel. Their performance and skills play an important role in creating an effective learning environment and supporting the academic process (Ramadhani et al., 2025). Research conducted by (Risdianto et al., 2023), shows that appreciation and recognition of educational personnel, such as through the Selection of Outstanding Educational Personnel program, can encourage improved work quality and institutional loyalty.

Human Resource Management (HRM) Concept

Ivancevich in (Nitasari et al., 2023), defines HRM as the process of managing people effectively in a work environment that aims to increase productivity and job satisfaction. In the context of education, HRM includes

recruitment, training, development, evaluation, and compensation management. Good HRM implementation will create a healthy work climate and support increased individual performance and team collaboration.

HR in Education Personnel Development

According to (Darmansah et al., 2024), HR effectiveness is greatly influenced by institutional policies in providing training, facilities, and work culture that support continuous learning. This support is important to maintain motivation and improve the competence of education personnel. In practice, HR implementation does not only focus on administrative aspects, but also on strategic aspects that aim to form superior HR that is adaptive to change.

Human Resource Management as a Strategy to Improve Educational Personnel Performance

Research conducted by (Mete et al., 2024), emphasized the importance of comprehensive human resource management in the management of educational personnel. The human resource cycle that includes planning, selective recruitment, training, coaching, and performance evaluation is the foundation for creating professional support staff who are able to support academic activities optimally. This systematic approach reflects the basic principles of performance management and an efficient organizational structure. However, the focus of this research is still macro, not yet explaining in depth the relationship between the human resource system and the development of technical skills of educational personnel in specific units. This opens up opportunities for further research that is more applicable and contextual in the university environment.

Competency Development Through Training Programs

Efforts to improve the skills of education personnel are generally carried out through training programs, continuing education, and other professional development activities. The literature shows a consensus that targeted and sustainable training will have a positive impact on improving HR competency and performance. (Antiado et al., 2020), emphasize that workforce development is a gradual process, where management selects specific professional development programs based on training needs analysis. The fundamental objective of this development program is to ensure the sustainability of competency improvement in the long term (Magalhães et al., 2022). Therefore, training should not be ad-hoc, but must be designed

systematically, planned according to needs, and evaluated periodically (Antiado et al., 2020).

A study by (Novrizal et al., 2024), strengthens this view by showing that training in the form of workshops, internships, and career development programs are very helpful in improving the skills of technical and laboratory personnel. These findings support the concept of HR development as a continuous learning process within the framework of human capital theory. However, the study has not fully highlighted how managerial support and institutional systems affect the effectiveness of training. Therefore, a more comprehensive analysis is still needed regarding the integration between training programs and the overall HR management system.

Implementation of Human Resource Management and Its Challenges

The implementation of educational staff management policies in higher education still faces various obstacles. (Antari & Wahyudi, 2020), found that at the Faculty of Economics and Business USU, HR policies have not been implemented optimally, which is reflected in the low quality of service due to weak supervision and evaluation. This study emphasizes the importance of performance-based evaluation and an accountable organizational culture, but has not described in detail the strategy for improving performance through an integrated HR management system.

On the other hand, various structural challenges also hamper the effectiveness of HR management, especially in private universities. Budget constraints make it difficult to carry out routine and comprehensive training for education personnel. High workloads and staff shortages often cause work pressure, even the phenomenon of presenteeism, where staff continue to work when sick for financial reasons or responsibilities, as reported by (Magalhães et al., 2022), at a university in Portugal, which has a negative impact on performance. Another challenge is resistance to change, especially in adapting to digital systems. Many senior education personnel have difficulty operating new technologies, which can reduce the quality of service. (Fajriyani et al., 2023), emphasize the importance of digital literacy programs and comprehensive technology training so that HR can keep up with the times and work efficiently.

Overall, these findings indicate that strengthening the HR management system in higher education requires not only strategic policies, but also

attention to real conditions in the field, such as staff welfare, support for technology adaptation, and sustainability of training programs.

Competency-Based Planning and Development

(Kurnia et al., 2024), emphasize the importance of competency-based recruitment and continuous development in creating quality education services, although the research context is at the secondary education level. This study strengthens the principle of competency-based HR management, where mapping of capabilities and proper job placement are the keys to organizational effectiveness. However, the application of this principle in higher education is still rarely studied in depth, so it is necessary to develop a model that is more relevant to the complexity of the higher education system.

3. METHODS

3.1 Research Approach and Type

This research uses a descriptive qualitative approach, which aims to gain an in-depth understanding of human resource management (HR) practices in improving the performance and skills of education personnel in higher education environments. The qualitative approach was chosen because it is able to capture social and organizational realities contextually, taking into account the social, cultural, and structural backgrounds in which education personnel work. The descriptive research type is used to systematically and factually describe the conditions, processes, and factors that influence HR management practices.

This study also examines the relationship between institutional policies, managerial strategies, and the experiences of educational staff in carrying out daily tasks, so that the results are expected to provide a comprehensive understanding from various perspectives.

3.2 Location and Subjects of the Research

The location of the research was determined purposively, namely at one of the state or private universities in Indonesia that has a formal HR management structure, training system, and documentation related to the development of education personnel. This location was chosen because it already has

documented HR management practices, thus allowing the collection of valid and relevant data.

The subjects of the research consisted of three main groups:

1. Head of HR or personnel unit, who is responsible for planning and implementing HR policies;

2. Head of section or coordinator of the unit, such as general, personnel, or academic, who is involved in the implementation of HR operations;

3. Education personnel, who come from supporting units such as academic administration, libraries, laboratories, and other technical matters.

3.3 Data Collection Techniques

Data collection is carried out using three main complementary techniques, namely:

a. In-depth Interviews

Used to explore perceptions, understanding, and experiences of informants regarding the implementation of HR management. Interviews are semi-structured, allowing researchers flexibility to explore information beyond the core questions that have been prepared.

b. Direct Observation

Conducted to observe activities and work processes related to training, coaching, performance assessments, and work dynamics in the environment of the units where education personnel work. This observation helps understand the real context that may not be revealed through interviews.

c. Documentation

This technique involves studying institutional documents such as: HR management policies and SOPs, Training modules and schedules, Training attendance reports, Performance evaluation forms, Organizational structures and job descriptions.

3.4 Research Instruments

The main instrument in this study is the researcher himself, as is common in qualitative research. The researcher uses supporting devices in the form of:

a. Interview guide, to maintain consistency in asking core questions;

b. Observation sheet, to record field findings systematically;

c. Document checklist, to ensure the completeness of the required written data.

Before use, all instruments were tested through content validation by asking for input from education management and HR experts to ensure readability, relevance, and suitability of the substance of the questions and observation indicators.

3.5 Data Analysis Techniques

Data were analyzed using the Miles and Huberman (1994) model, which includes three main stages:

a. Data reduction

The process of filtering, sorting, and simplifying raw data into relevant and meaningful data. Data that is not directly related to the focus of the research is eliminated, while important data is grouped into initial categories.

b. Data presentation

Data is arranged systematically in the form of narratives, tables, or thematic matrices. This presentation helps researchers see the relationship between themes and develop patterns or tendencies that emerge from the data.

c. Conclusion Drawing

Conclusions are made based on patterns and relationships between data that have been analyzed. Researchers interpret the meaning of the findings to answer the formulation of the problem and the objectives of the research.

3.6 Data Validity Test

Data validity is maintained through the following strategies:

a. Source Triangulation

Comparing information from various types of informants (eg: HR, administrative staff, unit heads) to see the consistency of answers.

b. Technique Triangulation

Combining data from interviews, observations, and documentation to obtain a complete and complementary picture.

c. Member Checking

Conducted by re-conveying a summary or initial interpretation of the findings to relevant informants, to ensure that the meaning captured by the researcher is in accordance with the informant's intent.

d. Peer Debriefing

The researcher discusses the results of the analysis with colleagues or supervisors to test the logic, consistency, and possible interpretation bias.

With these steps, it is hoped that the research results will have a high level of credibility, transferability, dependability, and certainty (confirmability) in the context of qualitative research.

4. RESULTS AND DISCUSSION

Human resource (HR) management is a strategic element in supporting the success of higher education institutions, especially in managing educational staff who are responsible for administrative and technical services outside of direct academic activities. In the era of global competition and accelerated digitalization, the capacity and competence of educational staff are crucial to ensure the effectiveness of campus operations. The results of this study indicate that the implementation of HR management in a number of universities in Indonesia is still not integrated into a solid institutional system. Existing HR development practices, such as training, coaching, and

performance evaluation, have been carried out, but their implementation has not been structured comprehensively and often runs sectorally without good coordination.

One of the important findings of this study is that the HR management system has not been implemented as a complete cycle. Training and coaching are often carried out without prior comprehensive needs analysis, and the evaluation of the performance of education personnel has not been directly linked to competency development programs or job promotions. This causes the effectiveness of HR programs to be low. The study by (Antari & Wahyudi, 2020), shows that the weak evaluation system and lack of supervision in the implementation of HR policies lead to low quality of education personnel services, which ultimately impacts the quality of academic services on campus.

In terms of competency development, training programs available at various higher education institutions are generally general in nature and are not based on the specific needs of each position. Many trainings are held incidentally and are not followed up with monitoring of the implementation of training results in daily work. Research conducted by (Novrizal et al., 2024) shows that hands-on practice-based training such as workshops, internships, and career development programs can have a positive impact on improving the technical skills of laboratory personnel and other technical staff. However, the success of this type of training is highly dependent on managerial support that ensures the continuity and relevance of training materials to work needs.

In addition to technical aspects, the performance evaluation system that should be a control and development tool has not been running optimally. In several universities, performance evaluations are still administrative in nature and are only carried out as an annual formality. Data from these evaluations are not always used as a basis for making important decisions such as promotions, incentives, or further training needs. As a result, education personnel do not have a strong incentive to improve the quality of their performance. This indicates that the ideal HR management cycle—which systematically links recruitment, training, evaluation, and career development—has not been fully implemented. In fact, the competency-based evaluation system as proposed by (Hidayah & Sumarno, 2023) has been proven to be able to increase organizational efficiency and provide constructive feedback for employee professional development.

The welfare of education personnel was also a concern in this study. Many education personnel reported facing high workloads that were not balanced with the number of staff available. This situation led to excessive work pressure and reduced productivity. In some cases, presenteeism was observed,

a condition in which education personnel continued to work even when they were sick or unwell. The study by (Magalhães et al., 2022) in Portugal also found that around 30.1 percent of non-academic staff continued to work during the pandemic despite being unwell, mostly due to financial reasons or a sense of responsibility. This phenomenon is also prevalent in higher education institutions in Indonesia, particularly in private institutions that lack adequate systems for protecting the well-being of educational staff. Therefore, strengthening policies that support workplace well-being, such as providing adequate sick leave, work flexibility, health services, and psychological support, are aspects that cannot be overlooked in human resource management.

The development of technology and campus digitalization also poses its own challenges in the context of HR management. Many institutions have adopted digital academic information systems, but not all education personnel are able to adapt quickly to these changes, especially for those who have worked for a long time and are not yet familiar with digital technology. Research by (Fajriyani et al., 2023) emphasizes the importance of systematic and tiered digital literacy training so that the digital skills gap between staff can be minimized. Without planned and inclusive technology training, adaptation to digital systems will be slow and hamper campus administrative services.

In addition to training and technology, leadership and organizational culture have been shown to play an important role in shaping the performance of educational staff. This study shows that work units led by communicative leaders, supporting staff development, and providing space for participation, have higher levels of motivation and involvement than bureaucratic and closed work units. (Sugianto, 2023) stated that an inspiring leadership style, open to input, and able to provide positive feedback, can create a conducive and collaborative work climate. An organizational culture that values individual contributions and encourages innovation is a driving factor in increasing the productivity of educational staff.

The reward or incentive system is also part of HR management that has not been implemented optimally. Most education personnel feel that they do not receive enough recognition for their performance, both financially and non-financially. In this context, institutional award programs such as the Selection of Outstanding Education Personnel as exemplified by the Ministry of Education and Culture through the Directorate General of GTK (Risdianto et al., 2023) are good examples that can be adapted by universities internally. Appreciation that is given fairly, transparently, and based on performance can

increase work motivation, loyalty to the institution, and a positive competitive spirit among staff.

This study also noted that recruitment of education personnel in several universities is still carried out without careful planning and has not fully used a competency-based approach. This causes a mismatch between the competencies of the recruited workforce and the existing task requirements. In the long term, this practice can affect work effectiveness and increase the burden of post-recruitment training. (Kurnia et al., 2024) emphasize the importance of competency mapping as a basis for the recruitment and job placement process. This approach can ensure that the recruited education personnel are truly in accordance with the demands of the roles they will play.

From a regulatory aspect, the implementation of HR management in higher education needs to refer to the national legal framework, one of which is Government Regulation (PP) Number 57 of 2021 which regulates national education standards. This regulation regulates in detail the recruitment, placement, development, and dismissal processes of educators and education personnel. However, a study by (Sa'adah et al., 2023) shows that many institutions have not fully implemented this regulation consistently, especially in relation to skills development and performance evaluation systems. Implementation of regulations in their entirety and based on the principle of objectivity is important so that HR management is not only administratively legal, but also fair and has a real impact on the development of institutional capacity.

Overall findings from this study show that HR management in higher education still needs to be strengthened comprehensively, both in terms of structure, work culture, incentive systems, and supporting regulations. Efforts to improve the quality of education personnel cannot be done partially or only in terms of training. Integration between HR functions is needed, including competency-based recruitment, needs-based training, objective performance evaluation, fair reward systems, and leadership that supports staff development. When all these components run in an integrated manner, a productive work ecosystem will be created, adaptive to change, and supports the achievement of strategic goals of higher education institutions in a sustainable manner.

5. CONCLUSION

This study confirms that human resource management (HR) has a strategic role in improving the performance and skills of educational staff in higher education environments. Educational staff are an important component that supports the smooth operation of higher education institutions. However, the current implementation of HR management still faces various challenges, ranging from weak integration between HR functions, training that is not yet needs-based, to performance evaluation that is not systematically connected to career development.

The findings show that incidental training without being based on competency mapping has not been able to provide a significant impact on improving performance. Performance evaluation has also not been utilized optimally as a basis for objective managerial decision making. In addition, the imbalance of workload, the less than optimal use of information technology, and the lack of a reward system are also inhibiting factors in developing the potential of educational staff to the maximum.

The success of HR management in higher education is largely determined by participatory leadership, a supportive work culture, and the existence of a structured and sustainable HR management system. Effective HR management must cover the entire cycle starting from competency-based recruitment, needs-based training, measurable evaluation, fair incentive systems, and support for staff welfare and digital adaptation.

Thus, in order for education personnel to contribute optimally to the quality of higher education services, a more systemic, strategic, and humane transformation of HR management is needed. An integrative approach that combines institutional policies, individual capacity, and organizational support will be the key to creating professional, productive, and adaptive education personnel to the dynamics of educational change in the modern era.

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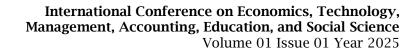
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