
OPTIMIZATION OF PUBLIC SECTOR HUMAN RESOURCES DEVELOPMENT IN IMPROVING THE QUALITY OF EDUCATION IN INDONESIA

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Abstract

This article focuses on the importance of optimizing Human Resource (HRM) development in the public sector, in this case the Indonesian education sector, to improve the quality of education. Effective human resource management plays a vital role in achieving the goal of high-quality and sustainable education. This study explores various elements of HRM, including recruitment and selection, development and training, motivation and retention, performance evaluation, and well-being and work-life balance. Using qualitative research methods, data were collected through in-depth interviews, observations, and document studies from various educational institutions in Indonesia. The research findings suggest that optimizing HRM can contribute significantly to improving the quality of education. This article offers recommendations for HRM policies and practices that can be utilized by policymakers and practitioners in the Indonesian education sector.

Keywords: *Human Resource Development, Education Quality, Teacher Recruitment and Selection, Work-Life Balance.*

A. INTRODUCTION

Education plays a crucial role in shaping high-quality human resources, which serve as the primary engine for a nation's progress. In Indonesia, improving the quality of education has been a central focus in various national development plans. In the effort to achieve this goal, Human Resource Management (HRM) plays a vital role, especially in the context of education. HRM in the education sector refers to the processes of planning, organizing, implementing, and monitoring activities to optimize the potential of human resources, including both educators and educational staff. HRM functions such as recruitment, development, retention, and performance evaluation of educators significantly determine the quality of education delivered to students. The effective implementation of HRM in the education sector in Indonesia faces several challenges. According to data from the Statistical Center of the Indonesian Ministry of Education and Culture, as of 2022, there are still approximately 6% of teachers in Indonesia who have temporary status (honorary), often experiencing issues such as a lack of training and professional development, as well as inadequate incentives and well-being.

Another challenge is the uneven distribution of teachers. Data from the Ministry of Education and Culture in 2021 showed disparities in the teacher-to-student ratios between urban and rural areas, as well as between public and private schools. This issue often has implications for the quality of education delivered. Education is a fundamental pillar in a nation's development. A nation's progress can be seen through the quality of education provided to its future generations. In Indonesia, the education sector has been the primary focus in various development agendas. To enhance the quality of education, the role of Human Resource Management (HRM) is crucial. HRM refers to a series of activities aimed at utilizing human resources effectively and efficiently. In the context of education, HRM relates to the management of educators and educational staff, including recruitment, training and

development, performance assessment, and retention. The optimization of HRM greatly influences the quality of education delivered to students because teachers and other educational staff are the primary resources that affect the teaching and learning process. Effective implementation of HRM in Indonesia's education sector encounters various obstacles. For example, recent data from the Statistical Center of the Indonesian Ministry of Education and Culture indicates that approximately 6% of teachers in Indonesia have temporary or honorary status. This status often leads to various issues, such as limited access to training and professional development, as well as inadequate incentives and well-being. Another challenge is the misallocation of educators. Data from the Ministry of Education and Culture shows a significant disparity in the teacher-student ratio between urban and rural areas, as well as between public and private schools. This disparity can impact the quality of education because a large number of students compared to the number of teachers can affect teaching effectiveness.

This research focuses on exploring how Human Resource Management (HRM) can be optimized in the education sector in Indonesia. This study will encompass an analysis of the current HRM policies, the identification of obstacles in their implementation, and provide recommendations to optimize HRM to enhance the quality of education. Education serves as the primary foundation for building a nation's human resources quality. In Indonesia, improving the quality of education has been a central focus in various development plans (Ministry of Education and Culture, 2020). Human Resource Management (HRM) is a crucial element in these efforts, particularly in the education sector. HRM involves a series of activities designed to organize, develop, and optimize the potential of human resources within an organization (Armstrong & Taylor, 2014). In the education sector, HRM involves the management of educators and educational staff, starting from the recruitment process, capability development, performance assessment, and teacher retention (Mathis, Jackson & Valentine, 2016). Previous research has shown that the quality of HRM significantly affects the quality of education delivered to students (Sutarto & Hariyono, 2019). Current data from the Statistical Center of the Indonesian Ministry of Education and Culture indicates that approximately 6% of teachers in Indonesia have temporary or honorary status (Statistical Center of the Indonesian Ministry of Education and Culture, 2022). This situation often leads to limited access to training and professional development, as well as inadequate incentives and well-being (Fitriani & Fitri, 2021). The distribution of educators also presents its own challenges. Data from the Ministry of Education and Culture shows disparities in the teacher-to-student ratios between urban and rural areas, as well as between public and private schools (Ministry of Education and Culture, 2021). This can affect the quality of education, as demonstrated by Suryadarma et al. (2006), which found that a large number of students compared to the number of teachers can impact the effectiveness of the teaching and learning process.

This research aims to delve into and clarify the role of Human Resource Management (HRM) in the education sector in Indonesia and the challenges it faces in its implementation. Specifically, this study seeks to understand current HRM policies in the context of education, particularly those related to teacher recruitment, development, and retention. Additionally, the research strives to identify and analyze the barriers and challenges that arise in the implementation of HRM in the Indonesian education sector. Finally, this research aims to formulate practical and strategic recommendations for optimizing HRM to enhance the quality of education in Indonesia. Based on these objectives, this research formulates several key questions to be answered. These questions include: How is the current implementation of HRM policies in the education sector in Indonesia? What are the main barriers and challenges in the implementation of HRM in the Indonesian education sector? How can HRM be optimized to boost the quality of education in Indonesia? And, what recommendations can be provided to

optimize HRM in the Indonesian education sector? This research is important because it addresses one of the crucial aspects in the education sector, namely Human Resource Management (HRM). Human resources, especially educators, are vital elements in maintaining the quality and effectiveness of the teaching and learning process. However, challenges in managing human resources such as recruitment, development, and teacher retention often remain obstacles in the Indonesian education system.

In this context, this research aims to offer deep insights and understanding of how Human Resource Management (HRM) is applied in the education sector in Indonesia and what obstacles and challenges it faces. Through this understanding, the research strives to provide recommendations that can help improve and optimize HRM in the Education sector. This research also has the potential to have a significant impact on the education sector in Indonesia. The findings of this research can be used by policymakers to formulate and enhance policies related to HRM in the education sector. Additionally, the research results can serve as a reference for educational institutions in implementing more effective and efficient HRM practices, ultimately contributing to the enhancement of education quality in Indonesia.

B. METHOD

This research employs a qualitative approach to answer the research questions that have been formulated. The qualitative approach was chosen because this research examines the phenomenon of Human Resource Management (HRM) in the education sector, which requires a deep understanding of existing HRM policies, challenges and barriers in their implementation, and recommendations for optimization. The research design is a case study, involving in-depth research into one or several educational institutions in Indonesia. Case studies were selected because they can provide in-depth and contextual insights into the implementation of HRM in educational institutions. Data collection was conducted through several methods. First, in-depth interviews were conducted with various stakeholders, including school principals, teachers, and administrative staff, to understand HRM policies and the challenges in their implementation. Second, document studies were also conducted to gather secondary data on HRM from policy documents, reports, and internal records. Third, participatory observation was used to directly observe the HRM processes in educational institutions. The collected data were then analyzed using content analysis. Transcripts of interviews, documents, and observation notes were analyzed to identify key themes related to HRM, challenges in its implementation, and recommendations for its optimization. Research ethics in this study involve obtaining informed consent from all research participants before their involvement in the research. The identities and personal information of participants will be kept confidential and used solely for research purposes.

C. RESULT AND DISCUSSION

1. The Implementation of Human Resource Management (HRM) Policies in the Education Sector Today

In the education sector in Indonesia, the current implementation of Human Resource Management (HRM) policies shows significant variation among educational institutions. Some institutions have adopted modern and inclusive HRM practices, while others still rely on conventional methods. In exploring HRM policies in the Indonesian education sector, the findings reveal significant variation in their implementation among educational institutions. This variation reflects differences in the adoption of modern and inclusive HRM practices. Some institutions have successfully implemented progressive HRM strategies, creating a conducive environment for professional development and employee well-being. There are still institutions that continue to apply conventional methods in their human resource management.

These conventional methods often prove inadequate in addressing the challenges faced by the education sector today, such as talent retention and competency development.

The variation in the implementation of HRM policies has a direct impact on the quality of education provided by these educational institutions. Institutions that adopt modern and inclusive HRM practices tend to be more successful in creating an effective and supportive learning environment, ultimately contributing to the improvement of education quality. These findings highlight the urgent need for reform in HRM policies and practices in the Indonesian education sector. This reform is crucial to ensure that all educational institutions can adopt effective and inclusive HRM practices, which will support the development and well-being of teachers and other educational staff. Concrete recommendations are needed for the development of more integrated and inclusive HRM policies in the education sector. The implementation of modern and inclusive HRM practices will enable educational institutions to be more responsive to the needs and aspirations of teachers and staff, as well as enhance the quality of education provided to students.

a. Recruitment and Selection

In many educational institutions in Indonesia, the process of recruiting and selecting teachers and educational staff often lacks clear and objective standards. The absence of standardized and transparent selection criteria results in inconsistent and questionable processes. This creates uncertainty and unfairness for potential candidates. Findings indicate that, in some cases, the selection process is more based on connections and recommendations rather than qualifications and competence. This poses a risk of neglecting merit and qualifications, which should be the primary basis for employee selection, and can lead to the placement of less competent employees. The implementation of non-standard and non-objective recruitment and selection processes has a negative impact on the quality of education. Less competent or misaligned teachers and educational staff can hinder the teaching and management processes of educational institutions, thereby reducing the quality of education provided.

These findings highlight the urgent need for reform in the recruitment and selection processes in the education sector. This reform should include the development of standardized, transparent, and objective selection criteria, as well as the implementation of a fair and merit-based selection process. This will ensure that only the most competent and suitable candidates are chosen. Based on these findings, it is recommended to develop and implement higher and more objective recruitment and selection standards. Educational institutions should prioritize qualifications and competence in their selection processes and reduce the influence of connections and recommendations. The implementation of better selection practices will support the placement of more competent and suitable teachers and staff, ultimately improving the quality of education.

b. Professional Development and Training

Professional development and training for teachers in many educational institutions in Indonesia are often inadequate. There is a lack of provision of relevant and high-quality training programs, resulting in teachers not gaining the necessary knowledge and skills to enhance the quality of their teaching. The lack of access to quality training is a major barrier to competency development for teachers. Many teachers face difficulties in accessing training that can help them develop teaching skills and subject knowledge, which ultimately affects the quality of education they provide. The lack of career development opportunities and quality training leads to stagnation in the development of teacher competence. Teachers who do not receive sufficient training

and development tend to experience reduced motivation and productivity, which can impact their teaching performance and student learning outcomes.

These findings underscore the urgent need for increased investment in human resource development in the education sector. Improving access to quality training and professional development is key to enhancing teacher competence and motivation, which will ultimately contribute to improving the quality of education. Based on these findings, it is recommended to develop and implement more comprehensive and inclusive human resource development strategies. Educational institutions should prioritize teacher professional development by providing quality training and career development opportunities. The implementation of these strategies will support the development of teacher competence and the enhancement of education quality.

c. Motivation and Retention:

Teacher motivation and retention have become major challenges in the education sector in Indonesia. Many teachers face low incentives and a lack of recognition for their achievements, leading to reduced motivation and a desire to remain in the profession. Low incentives not only affect the well-being of teachers but also impact their commitment and performance in the teaching process. Teachers who feel undervalued tend to be less motivated to provide quality teaching and create positive learning experiences for students. The lack of recognition for teacher achievements is also a significant factor in the issue of teacher retention. Teachers who feel that their achievements and contributions are not appreciated may seek other opportunities where they feel more valued and recognized, ultimately leading to a shortage of qualified teachers.

These findings highlight the urgent need for more effective teacher motivation and retention strategies. Increasing incentives and recognition for teacher achievements are key to retaining high-quality talent and ensuring that teachers remain motivated to provide quality education. Based on these findings, it is recommended to develop and implement policies that can enhance teacher motivation and retention, such as increasing incentives, recognizing achievements, and offering career development opportunities. The implementation of these policies will support the creation of a positive and conducive work environment, which will contribute to the improvement of education quality.

d. Performance Evaluation:

In the education sector in Indonesia, teacher performance evaluation is often not conducted regularly and objectively. The evaluation process, which should be an integral part of the education system to ensure the quality of teaching and learning, is often overlooked or not carried out with proper standards. The lack of constructive feedback and recognition of teacher performance results in low motivation and productivity. Teachers who do not receive fair and transparent performance evaluations may feel undervalued and lose motivation to improve their performance. Inadequacies in performance evaluation have a negative impact on the quality of education. Without effective performance evaluations, educational institutions lose a vital tool for identifying and addressing performance issues, ultimately hindering the achievement of educational goals.

These findings highlight the need for the development and implementation of a more routine, objective, and fair performance evaluation system. A good evaluation system will provide the necessary feedback for performance improvement and professional development, as well as recognition of achievements. Based on these findings, it is recommended to develop and implement comprehensive and objective performance evaluation policies that include providing constructive feedback and

recognizing performance. The implementation of these policies will support increased motivation, productivity, and teaching quality, ultimately contributing to the improvement of education quality.

e. **Well-being and Work-Life Balance:**

In the education sector in Indonesia, teacher well-being and the balance between work and personal life are often neglected and not a priority in institutional policies. This creates a less supportive work environment and can lead to various health and well-being issues for teachers. High workloads, combined with a lack of institutional support, increase the risk of stress and burnout among teachers. This condition can reduce teaching effectiveness and affect the quality of interactions with students, ultimately impacting education quality. The lack of attention to well-being and work-life balance can lead to decreased performance and job satisfaction, as well as increased teacher turnover. Teachers who feel exhausted and unsupported tend to seek other opportunities that offer better working conditions and a better work-life balance.

These findings highlight the urgent need for the development of better well-being and work-life balance policies. Policies that support teacher well-being and create a balanced and supportive work environment are key to retaining high-quality talent and creating optimal conditions for effective teaching. Based on these findings, it is recommended to develop and implement strategies and policies that support teacher well-being and work-life balance, such as reducing workloads, increasing institutional support, and developing employee wellness programs. The implementation of these strategies and policies will support the creation of a positive and conducive work environment, which will contribute to the improvement of education quality.

2. Barriers & Key Challenges in the Implementation of HRM in the Indonesian Education Sector

In-depth exploration of Human Resource Management (HRM) implementation in the Indonesian education sector reveals several significant barriers and challenges. One of the major challenges is the lack of uniformity and standardization in the recruitment and selection processes for teachers and education staff. These processes often lack objectivity and transparency, with a tendency to prioritize connections and recommendations over actual qualifications and competencies. Professional development and training for teachers also face various obstacles. The lack of access to quality training programs and career development opportunities leads to stagnation in teacher competence development, ultimately impacting the quality of their teaching. This creates an environment where teachers feel unsupported and unmotivated to enhance their skills and knowledge.

Teacher motivation and retention are also crucial challenges. Low incentives and insufficient recognition of teacher achievements result in low morale and commitment, potentially leading to the loss of qualified talents. This lack of motivation also affects teacher performance in the teaching process, directly impacting the quality of education received by students. Irregular and non-objective performance evaluations are obstacles to effective HRM implementation. The lack of feedback and recognition for performance leads to reduced motivation and productivity. Without effective performance evaluations, educational institutions lose a crucial tool for identifying and addressing performance issues. The lack of attention to teacher well-being and work-life balance creates an unsupportive work environment. High workloads and insufficient institutional support lead to stress and fatigue, which not only affect teacher well-being but also the quality of education they provide. Each of these barriers and challenges underscores the urgent need for comprehensive reform in HRM policies and practices in the Indonesian education sector. Without significant changes, the

achievement of high-quality and sustainable educational goals will continue to be a challenging aspiration.

In the context of recruitment and selection, the sustainability of non-standard and suboptimal practices in the selection process indicates the urgency of reform in the recruitment system. Educational institutions should develop and implement more transparent and fair systems capable of assessing candidates' qualifications and competencies objectively, ensuring that only the most qualified individuals are selected. Regarding development and training, the shortage of quality and relevant training provision highlights the need for greater investment in human resource development. Increased access to training and professional development is key to building teacher capacity and improving the quality of teaching and learning. Regarding motivation and retention, the low incentives and recognition of teacher achievements indicate the need for more competitive and equitable compensation and reward policies. Improved incentives and recognition will help retain qualified talent and enhance teacher morale and commitment in the teaching process. In terms of performance evaluation, irregularity and non-objectivity in the evaluation process underscore the importance of developing a more consistent and objective performance evaluation system.

An effective system will provide the necessary feedback for performance improvement and professional development while identifying areas in need of improvement. Concerning well-being and work-life balance, the lack of support for teacher well-being and work-life balance indicates the need for more inclusive and supportive policies. Policies that support teacher well-being and create a balanced work environment are key to establishing a conducive and productive work environment. At the institutional level, inconsistency in the implementation of HRM policies creates instability and uncertainty, which can hinder institutional capacity development and the improvement of educational quality. Educational institutions should adopt more stable and consistent HRM practices to create a more predictable work environment and support teacher professional development. Regarding professionalism, the absence of adequate development opportunities highlights the need for more structured and comprehensive career development strategies. These strategies should include quality training, mentoring, and other development opportunities that can support the development of teacher competencies and skills. The lack of incentives and recognition for teacher achievements underscores the need for a more holistic approach to boosting teacher motivation. This approach should encompass increased financial incentives, professional recognition, and psychological support to help teachers overcome the challenges they face in their work.

In terms of performance evaluation, the need for a more objective and transparent evaluation system is key to ensuring that teachers receive constructive and fair feedback on their performance. An effective evaluation system will enable teachers to identify areas in need of improvement and develop strategies for performance enhancement. Concerning well-being and work-life balance, the importance of policies that support teacher well-being and work-life balance cannot be ignored. Effective policies will help create a healthy and harmonious work environment, which, in turn, will support teacher retention and the improvement of educational quality.

3. How Human Resource Management (HRM) Can Be Optimized to Improve the Quality of Education in Indonesia?

Optimizing Human Resource Management (HRM) in the education sector in Indonesia requires a comprehensive and multifaceted approach. One crucial initial step is reforming the recruitment and selection system. The selection process should be more transparent, objective, and fair, ensuring that only the most qualified candidates are chosen. This will help ensure that teachers have the qualifications and competencies needed to provide quality education. Professional development and training for teachers should be a top priority. Access to quality

training and career development opportunities should be expanded, enabling teachers to continually develop their skills and knowledge. This will help improve the quality of teaching and learning, as well as ensure that teachers can address the challenges that arise in the ever-evolving field of education.

Motivation and teacher retention should also be improved through the development of more equitable and competitive incentive and recognition policies. Increasing financial incentives, professional recognition, and psychological support will help retain talented teachers and boost their morale and commitment. This will help create a more supportive and positive working environment, ultimately contributing to the improvement of education quality. In terms of performance evaluation, developing a more objective, transparent, and consistent performance evaluation system is key to ensuring that teachers receive constructive and fair feedback on their performance. An effective evaluation system will enable teachers to identify areas in need of improvement and develop strategies for enhancing their performance. Policies supporting teacher well-being and work-life balance must be strengthened. Developing more inclusive and supportive well-being and work-life balance policies will help create a healthy and harmonious work environment. This will support teacher retention and create optimal conditions for effective teaching, ultimately boosting the quality of education in Indonesia.

In the context of HRM optimization, institutional capacity building is also crucial. Educational institutions should adopt more stable and consistent HRM practices, creating a more predictable work environment and supporting teacher professional development. Consequently, educational institutions can become conducive environments for teacher capacity development and the improvement of educational quality. Structured and comprehensive career development is also an integral part of HRM optimization. By providing adequate development opportunities, such as quality training, mentoring, and other development prospects, teachers can continually develop their competencies and skills, ultimately contributing to the improvement of teaching and learning quality. A holistic approach to improving teacher motivation should also be part of the HRM optimization strategy. By integrating financial incentives, professional recognition, and psychological support, teachers can feel more valued and supported in their work. This will help create a more positive and productive working environment, ultimately contributing to the improvement of education quality.

Strengthening the fairness and transparency of the performance evaluation system is also a priority in HRM optimization. With an objective and consistent evaluation system, teachers can receive constructive feedback and identify areas for performance improvement. This will allow teachers to continue developing professionally and deliver more effective and quality teaching. Strengthening well-being and work-life balance policies is an essential part of HRM optimization. With policies that better support teacher well-being and work-life balance, a healthier and more harmonious working environment can be created. This will support teacher retention and create optimal conditions for effective teaching, ultimately boosting the quality of education in Indonesia.

The importance of reforming the recruitment and selection system cannot be overlooked in the effort to optimize Human Resource Management (HRM). This reform should encompass the development of more objective and transparent selection criteria, as well as the implementation of a fair and equitable selection process. Consequently, a recruitment system capable of attracting and choosing individuals with the right qualifications and competencies will be established, ultimately contributing to the improvement of education quality. Sustainable professional development and quality training should also be a primary focus in HRM optimization. By providing broader access to development and training opportunities,

teachers can continue to hone their skills and knowledge, making them more adaptable and responsive to the evolving educational needs.

In enhancing teacher motivation and retention, the development of more comprehensive and equitable incentive and recognition policies is key. These policies should be designed to recognize and appreciate teachers' contributions and support them in overcoming the challenges they face. With better motivation and support, teachers will be better equipped to provide quality teaching and create a more conducive learning environment. Optimizing performance evaluation also requires the development and implementation of a more objective and transparent evaluation system. This system should be capable of providing constructive and fair feedback to teachers, allowing them to identify and address areas in need of improvement. With more effective performance evaluation, teachers can continue to develop and make a greater contribution to the improvement of education quality. In creating a healthier and more balanced work environment, the development and implementation of more inclusive and supportive well-being and work-life balance policies are essential. These policies will help create working conditions that better support the well-being and happiness of teachers, ultimately contributing to talent retention and the improvement of education quality.

The analysis of the implementation of Human Resource Management (HRM) policies in the education sector in Indonesia reveals significant variations in the adoption of HRM practices. Some institutions have successfully adopted modern and inclusive HRM strategies, while others are still constrained by conventional methods. Research by Safrida et al. (2022) indicates that the development of female human resources in the context of education has a significant impact on gender balance and gender equality in education, which, in turn, can enhance overall education quality. Effective implementation of HRM strategies requires a deep understanding of employee needs and aspirations, as well as adaptation to changes in the work environment. In the context of education, effective HRM policies can influence the motivation, commitment, and performance of teachers, ultimately affecting student learning outcomes. Surjana (Year unknown) emphasizes the importance of bureaucratic reform in the era of regional autonomy from a public sector perspective.

Human Resource Management in the public sector in Indonesia focuses on improving the well-being of society through the provision of quality education. These findings indicate that there are still significant challenges in the effective implementation of HRM policies in the Indonesian education sector. Kurniawan et al. (2022) developed an evaluation model for human resource development strategies in higher education, showing that academic staff development requires integrated and comprehensive strategies to enhance education quality. The lack of access to quality training and professional development is a major barrier to the development of teacher competencies. Azizah (2021) suggests that the quality of human resource management and information technology competencies have a positive impact on the quality of knowledge assets, which, in turn, can enhance knowledge transfer performance in universities. To address these challenges and optimize the implementation of HRM policies in the education sector, there is an urgent need for policy and HRM practice reforms. The implementation of inclusive, participatory, and capacity-building-oriented HRM strategies can help create a supportive work environment and improve education quality.

The effective and inclusive implementation of HRM policies in the Indonesian education sector requires a deep understanding of the dynamics and specific needs of teachers and education staff. Safrida et al. (2022) emphasize the importance of the development of female human resources and gender equality in education, which can provide new perspectives and approaches to HRM policy development in the education sector. In the context of bureaucratic reform and regional autonomy, Surjana (Year unknown) identifies the need for more integrated HRM policies that are responsive to the needs of local communities. Bureaucratic reform and more decentralized HRM policies can provide greater flexibility and

adaptability to educational institutions to develop and implement HRM strategies that are in line with their local needs and conditions.

Professional development and quality training are key components in enhancing teacher competencies. Kurniawan et al. (2022) indicate that the development of academic staff requires an integrated and comprehensive approach, including performance evaluation, career development, and quality training. With this approach, teachers can continuously develop their skills and knowledge, ultimately improving the quality of teaching and learning. Azizah (2021) emphasizes the importance of human resource management and information technology competencies in the development of knowledge assets. With effective human resource management and information technology competency development, educational institutions can enhance knowledge transfer performance and create a more innovative and responsive learning environment for students. To achieve the optimization of HRM policy implementation, there is a need for more inclusive and participatory HRM policy and practice reforms. With more open and democratic HRM policies, educational institutions can create a more supportive and conducive work environment for teacher professional development and the improvement of education quality.

The barriers and challenges in implementing HRM in the education sector in Indonesia are multifaceted and complex, reflecting the urgent need for more inclusive and participatory HRM policy and practice reforms. Seezink and Poell (2011) suggest that HRM policies in schools influence teacher professional development activities, but teacher participation in professional development is similar in schools with different HRM policies. This indicates that HRM policies implemented by schools have not fully influenced teacher participation in professional development, highlighting the challenges in effective HRM policy implementation. In the context of education outside of schools, Ju (2022) highlights that the education and training industry outside of schools lacks a reasonable personnel management system, resulting in a significant loss of personnel due to inadequate management and communication. This suggests that the lack of an effective personnel management system is a major barrier to HRM implementation in the education sector, which can affect employee retention and performance.

Yusraini and Rosadi (2022) emphasize the importance of systematic thinking and quality in Madrasah education, with an analysis of transformational leadership and teacher professionalism. They show that transformational leadership and teacher professionalism influence the quality of Madrasah education, highlighting the challenges in developing leadership and teacher professionalism in the context of HRM. In the context of primary education in developing countries like Cameroon, Ignatius, Bidias, and Eleanor (2022) argue that efficient and effective human resource management has an impact on education quality. They emphasize that human capacity development through education and training can enhance productivity and education quality, highlighting the importance of human capacity development in HRM implementation in the education sector. To address these barriers and challenges, there is an urgent need for more inclusive and participatory HRM policy and practice reforms. The implementation of inclusive, participatory, and capacity-building-oriented HRM strategies can help create a work environment that supports and enhances education quality.

Barriers in implementing HRM in the education sector also include a lack of access to quality training and professional development. As pointed out by Ju (2022), deficiencies in personnel management systems and quality training can lead to significant personnel losses and a decrease in education and training quality. Therefore, the development of an effective personnel management system and the provision of quality training are crucial to overcome these barriers. Additionally, Yusraini and Rosadi (2022) indicate that teacher professionalism and transformational leadership have a significant impact on the quality of Madrasah education.

Thus, the development of teacher professionalism and effective leadership is essential for improving education quality and addressing challenges in HRM implementation in the education sector. On a global scale, Ignatius, Bidias, and Eleanor (2022) emphasize that efficient and effective human resource management is key to enhancing education quality in developing countries. This underscores the fundamental importance of human capacity development through education and training in addressing barriers and challenges in HRM implementation in the education sector.

It is also important to consider cultural and contextual factors in the implementation of HRM in the Indonesian education sector. HRM policies and practices that do not align with the cultural and social context can lead to resistance from teachers and education staff, hindering the effective implementation of HRM policies. Solutions to overcome these barriers and challenges involve comprehensive, inclusive, and participatory reforms of HRM policies and practices. With this approach, educational institutions can create a conducive and supportive work environment for teacher professional development, ultimately improving education quality.

The optimization of HRM in the Indonesian education sector requires a comprehensive and multifaceted approach, encompassing professional development, quality training, and inclusive and participatory HRM policies. According to Seezink and Poell (2011), effective HRM policies can influence teacher professional development activities, which, in turn, can enhance the quality of teaching and learning. Ju (2022) emphasizes the importance of a reasonable and effective personnel management system in the education and training industry. With an effective personnel management system, educational institutions can reduce personnel losses and improve employee retention and performance, ultimately boosting education and training quality.

Yusraini & Rosadi (2022) argue that teacher professionalism and transformational leadership are key factors in improving the quality of Madrasah education. Therefore, the development of teacher professionalism and effective leadership is a critical strategy for optimizing HRM in the education sector. Ignatius, Bidias, and Eleanor (2022) indicate that human capacity development through education and training can enhance productivity and education quality. This suggests that effective human capacity development strategies and quality training are key to optimizing HRM in the education sector. Inclusive and participatory HRM policies and practices can create a conducive work environment that supports teacher professional development. With more open and democratic HRM policies, educational institutions can enhance teacher motivation and commitment, ultimately boosting education quality.

The development of teacher professionalism and transformational leadership, as highlighted by Yusraini & Rosadi (2022), requires an integrated and comprehensive approach, including quality training, career development, and performance evaluation. With this approach, teachers can continuously develop their skills and knowledge, ultimately enhancing the quality of teaching and learning. Additionally, Ju (2022) emphasizes the importance of an effective personnel management system and proper communication in the education and training industry. With an effective personnel management system and appropriate communication, educational institutions can reduce personnel losses and improve employee retention and performance, ultimately boosting the quality of education and training.

It is also important to consider cultural and contextual factors in the development of HRM policies and practices. HRM policies and practices that do not align with the cultural and social context can lead to resistance from teachers and education staff, hindering the effective implementation of HRM policies. Human capacity development through education and training, as highlighted by Ignatius, Bidias, and Eleanor (2022), is fundamental to optimizing HRM in the education sector. With effective human capacity development, educational

institutions can enhance productivity and the quality of education. To address these challenges and optimize the implementation of HRM policies in the education sector, there is an urgent need for reforms in HRM policies and practices that are more inclusive and participatory. With more open and democratic HRM policies, educational institutions can create a work environment that is more supportive and conducive to teacher professional development and the improvement of education quality.

D. CONCLUSION

From the analysis conducted, it can be concluded that the optimization of Human Resource Management (HRM) plays a crucial role in efforts to improve the quality of education in Indonesia. In this context, the development of teacher professionalism, the implementation of inclusive and participatory HRM policies, and human capacity development through quality education and training are important factors to be considered. Previous research, as highlighted by Yusraini and Rosadi (2022), Ju (2022), and Ignatius, Bidias, and Eleanor (2022), has shown that effective HRM policies can influence teacher professional development activities and enhance the quality of teaching and learning. Therefore, there is an urgent need for reforms in HRM policies and practices that are more inclusive and participatory, which can create a work environment that is more supportive and conducive to teacher professional development and the improvement of education quality.

Barriers and challenges in the implementation of HRM in the education sector, such as the lack of an effective personnel management system, a shortage of quality training, and resistance from teachers and education staff to HRM policies and practices that do not align with the cultural and social context, must be addressed with a comprehensive and integrated strategy. By overcoming these barriers and challenges, and by implementing HRM strategies that are inclusive, participatory, and focused on capacity development, educational institutions in Indonesia can achieve the optimization of HRM policy implementation, ultimately boosting the quality of education in the country.

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