

CORRELATION BETWEEN QUALITY HUMAN RESOURCE MANAGEMENT IN THE CAREER DEVELOPMENT OF EDUCATORS AND SCHOOL ACCREDITATION

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Abstract

Human resource (HR) management in education is a strategic element in ensuring sustainable school quality, particularly through planned and systematic career development of educators. HR management practices in many educational institutions still tend to be administrative and have not been fully integrated with efforts to improve school quality and meet accreditation standards. This study aims to explore the concept of quality-based HR management in educator career development and its relationship to achieving school accreditation through the perspective of national policy and academic literature. This study uses a narrative literature review approach by analyzing various primary and secondary literature sources, including scientific journal articles and relevant national education policy documents. The results of the study indicate that quality-based HR management which includes career planning, performance assessment, competency development, and ongoing professional development has a strong correlation with improving school quality and achieving accreditation. Effective implementation of human resource management encourages improved teacher performance, strengthens a culture of quality, and meets performance indicators in school accreditation instruments. The conclusion of this study confirms that quality-based human resource management in teacher career development is a strategic instrument for improving school accreditation. However, its success depends heavily on the principal's leadership capacity, consistency of internal policies, and support from a continuous professional development system.

Keywords : School Accreditation ; Educational Leadership ; Educational Human Resource Management ; School Quality ; Teacher Career Development ;

INTRODUCTION

Quality education something a nation is determined by quality management source Power man education , in particular power educators who become actor main in organization learning at school . Teachers do not only functioning as implementer curriculum , but also as agent changes that contribute direct to achievement quality school in a way overall . Therefore that , management of educational human resources must designed in a way strategic , planned , and development - oriented sustainable career use support achievement objective education national and standard quality education (Warman et al., 2024). However Thus , the reality on the ground show that practice human resource management in many school Still nature administrative and not yet fully based quality . Development career power educator often understood limited to increase rank or fulfillment number credit , without followed with coaching structured and relevant competencies with need school . Condition This impact on stagnation teacher performance and weakness contribution human resource development towards improvement quality and accreditation school (Putra & Hariri, 2023).

Human resource management in education covers a series of processes that include planning need power educators , recruitment , placement , development competency , assessment performance , as well as development career . In perspective quality , the whole process must directed For support achievement standard national education and indicators accreditation school . Effective human resource management will create power professional , adaptive , and improvement - oriented educators quality sustainable (Barkah et al., 2021). Development career power educator is one of the dimensions key in human resource management based quality . Teacher career is not only related with level rank , but also includes improvement competence pedagogical , professional , social , and personality impacts

direct to quality learning . In context this , development career must positioned as an improvement strategy quality school , not just fulfillment regulations personnel (Srimawati , 2024). Relatedness between human resource management and accreditation school become the more relevant along implementation instrument accreditation that emphasizes aspect process quality and performance unit education . Accreditation No Again only evaluate completeness administration , but also assess quality human resource management , leadership school , culture quality , and the impact to results Study participant educate . Therefore that , human resource management is based on quality become prerequisite important in achievement accreditation superior schools (Warman et al., 2024) .

A number of study previously has study influence human resource management and leadership school to teacher performance and quality education . However , studies that special linking development career power educator with accreditation school through perspective human resource management based quality Still relatively limited . Therefore that , article This present For fill in gap the with serve synthesis conceptual and policy about human resource management based quality in development career power educator as well as the correlation with accreditation school .

Contribution scientific from article This lies in the arrangement framework conceptual integration human resource management based quality , development career power educators and systems accreditation school . Through approach narrative literature review , article This expected can give greater understanding comprehensive for practitioners and takers policy education in designing HR management strategies that are oriented towards improving quality and accreditation school in a way sustainable .

Article This argue that human resource management based integrated quality with development career power educator own role strategic in improvement quality and accreditation school . Article This aim to (1) study draft human resource management based quality , (2) analyze development career power educators , and (3) explain its relevance with accreditation school .

RESEARCH METHODS

Type Study

Study This is studies literature narrative (narrative literature review) . Approach This chosen Because allows researchers For examine in a way deep concepts , policies , and findings empirical related management source Power man quality in development career power educator as well as the implications to accreditation school . Narrative literature review give flexibility in integrate various perspective theoretical and policy without bound to the protocol strict review systematic , so that in accordance For study conceptual and reflective in field management education (El- Farargy , 2016; Juntunen & Lehenkari , 2021). Approach This allows synthesis critical to practice management of educational human resources , including planning career , assessment performance , coaching professional , as well as relation with standard quality and instruments accreditation school . With Thus , research This focus on meaning and integration concept , not on testing hypothesis statistics

Time and Subject Research

Study held in the month January until April 2025. Range time This used For do search , selection , analysis , and synthesis relevant literature with topic research . Subject study No individual or respondents , but rather document academic and related policies with human resource management education , development career power educators , quality schools , and accreditation . The data sources analyzed includes : (1) articles journal scientific relevant national and international documents , (2) policy education related human resource management and assessment performance educators , and (3) reports research that discusses quality schools and accreditation . All source chosen with consider relevance substance and contribution to focus study .

Data collection technique

Data collection was carried out through search literature in a way systematic using scientific databases open such as Google Scholar, DOAJ, and journals national accredited . Keywords used including " educational human resource management " , " development teacher career " , " quality school " , " accreditation school " , and " leadership education " . Based on the selection process said , obtained as much as 32 articles scientifically qualified criteria inclusion and use as source main in analysis . Source literature the originate from Google Scholar database ($\pm 60\%$), DOAJ ($\pm 25\%$), and journals national SINTA accredited ($\pm 15\%$). Total This chosen For ensure representation study relevant empirical and conceptual with topic research . Keyword combination in Indonesian and English used For expand range relevant literature . Criteria inclusion in election source is : (1) publication rise in range five years final before 2025 (2020–2024), (2) articles or document own relatedness direct with topic human resource management ,

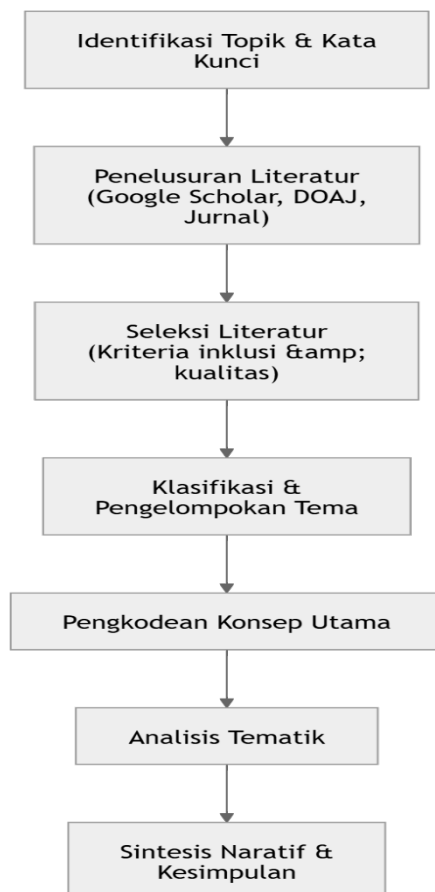
development career power educators , or quality and accreditation schools , and (3) sources originate from journal or credible and reliable institutions verified . Selection process done in a way gradually , starting from filtering title and abstract , continued with review text complete , up to election source the most relevant ending in a way theoretical and empirical . In addition criteria inclusion , research this also establishes criteria quality literature , namely : (1) articles originate from journal reputable (indexed by SINTA, Scopus, or DOAJ), (2) has clarity methodology research , (3) relevance direct with topic educational human resource management or accreditation school , and (4) have contribution theoretical or significant empirical criteria . This used For ensure that analyzed literature own validity and credibility adequate academic .

Data Analysis Techniques

Data analysis was performed a number of stage . Stage First is identification and collection literature . Literature the Then classified based on theme early , such as human resource management education , development career power educators , and accreditation school . Stage second is grouping based on themes large reflecting relatedness between human resource management based quality and development career power educators . Stage third is coding draft main stage fourth analysis thematic and stage fifth compilation synthesis connecting narrative findings literature with framework policy and context accreditation school . So the flow Narrative Literature Review research : Identification → Selection → Classification → Analysis → Synthesis .

In context analysis literature , findings related supervision based indicator practice teacher performance shows that management structured performance is part important in improvement professionalism power educators . A study conducted by Ayadi (2023) indicates that indicator - based supervision performance capable give clear direction in evaluation and development teacher competence . If linked with approach literature review in study this , the findings the strengthen results synthesis that human resource management based quality No only focus on planning and development career , but also on the system evaluation based measurable performance . This is in line with principle analysis thematic in study literature that emphasizes importance integration various findings study For build comprehensive understanding (Aziz et al., 2023) . Through approach this research capable produce holistic and reflective understanding about role strategic human resource management based quality in support development career power educator as well as improvement quality and accreditation school in a way sustainable .

Figure 1. Research Flow systematic literature review



RESULTS AND DISCUSSION

Foundation Human Resource Management based on quality in Education

Development policy education show that management source Power man No Again understood just as function administrative , but as instrument strategic in guarantee quality school . In context education , human resource management based on quality management - oriented power educator in a way systematically to be able to support achievement standard national education and indicators accreditation school . Approach This emphasize integration between human resource planning , development competency , assessment performance and development career as One cycle sustainable quality . In a way conceptual , HR management based quality based on principles continuous improvement and evidence-based management . Every policy management power educator must based on objective and relevant performance data with need school . Research (Barkah et al., 2021) shows that targeted and based human resource management performance contribute significant to improvement quality school in a way as a whole , including improvement teacher professionalism and effectiveness learning .

In relation with accreditation school , human resource management is one of the components being assessed in a way substantial . Instrument accreditation demand school For show How power educator managed , developed , and empowered For reach quality optimal learning . Therefore that , human resource management is based on quality No can separated from the improvement strategy accreditation school .

Human Resource Management based on quality in Development Educator Career

Management source Power man in institution education is foundation main in ensure sustainability quality and power competition institutions education . (Akilah 2018) emphasized that management of educational human resources No can separated from vision and mission institution , because quality of human resources determines effectiveness the entire educational process . In context This , HR management is based on quality understood as effort systematic For planning , developing , and evaluating power educators to be in tune with objective improvement quality school in a way sustainable .

Development career power educator become dimensions strategic in human resource management based on quality . (Apiyani , 2022) shows that implementation Development Professionalism Sustainable (PKB) has impact significant to improvement teacher professionalism , both from aspect pedagogy and commitment work . PKB does

not only functioning as means improvement competence individual , but also as mechanism institutional in build culture quality and learning throughout life in the environment school .

In in practice , development career power educator No can released from governance institution education in a way comprehensive . (Juhji , 2020) emphasized that management institutional — including internal and external relations school — contribute to effectiveness human resource management . Communication good organization , transparency policies , as well as involvement stakeholders interest become factor supporters in create climate conducive work for growth professional power educators .

However Thus , the development of educational human resources also faces various challenge structural and cultural . (Kusumaningrum et al., 2017) identified problematic empowerment of human resources in institutions education based Islamic boarding schools , such as limitations access training , weakness system career , and resistance to changes . Findings This show that success human resource management based quality is greatly influenced by readiness organization and support systemic , not solely on formal policies .

Quality source Power man positioned as asset strategic determining quality institution education . (Novita, 2017) emphasized that power quality educators is the " main capital " in reach objective Islamic education , because they play a role direct in form quality graduates and reputation institutions . Perspective This confirm that investment in development career and competence power educator is investment term long for quality school .

Aspect quality in organization education become connector direct between human resource management and accreditation school . (Tanjung , 2022) explains that management quality education demand integration between planning , implementation , evaluation , and action further , including in management power educators . Schools that are capable show system management consistent and documented quality with Good tend get results more optimal accreditation , because accreditation assessing processes and results in a way simultaneous .

Besides that , development competence power educators must also in harmony with framework clear pedagogy . (Ulfah , 2023) through analysis Bloom's taxonomy emphasizes importance understanding educator to hierarchy ability cognitive in designing learning . Competence pedagogy kind of This become indicator important in evaluation quality learning and in a No direct contribute to evaluation accreditation school . Based on synthesis findings said , can concluded that human resource management based quality , development career power educators , and accreditation school own mutual relationship strengthening . Planned , human resource management based on competence , and quality oriented No only increase professionalism power educators , but also strengthen position school in fulfil standards and indicators accreditation . With Thus , development career power educator must understood as a quality strategy institutional , not just individual needs .

Development Educator Career as a Quality Strategy

Development career power educator is the core of human resource management based on quality . Teacher career is not only interpreted as increase rank or position , but as a process of improvement capacity sustainable professional development effective career covers training , coaching , assignments strategic , as well as chance For develop competence in accordance with need school and demands quality education (Srimawati , 2024).

In perspective quality , development career must designed in a way systematic and integrated with evaluation performance . Teachers who demonstrate improvement consistent competence and performance need get recognition and opportunity development more continue . This is No only increase motivation work , but also encourage formation culture quality in the environment school . Research (Putra and Hariri, 2023) confirms that development career based performance own impact positive to teacher professionalism and quality service education . In in practice , development teacher competency can done through implementation of innovative learning strategies . One of them approaches that can used is contextual teaching and learning , which is proven capable increase ability solution problems and interests Study students (Roantizani et al., 2018). This matter show that improvement quality learning is part important from development teacher career , in particular in aspect competence pedagogical .

More further development career power educator own correlation direct with achievement accreditation school . A school that is capable show system development career clear , measurable and sustainable teachers tend own mark more accreditation good . This is caused by Because development career contribute to the improvement quality learning , innovation pedagogy , and achievement results Study participant educate .

Role of the Head School in Human Resource Management based on quality

Head school hold role central in implementation human resource management based quality . He No only act as administrator, but also as leader learning and HR managers in charge answer on development career power

educator . This role demand head school For own competence leadership instructional , ability analysis performance , as well as skills foster connection constructive professional with the teacher.

In context development career , head school play a role in facilitate training , providing bait come back based performance , as well as create climate supportive work growth professional . Research (Pratiwi , 2024) shows that leadership head effective schools contribute direct to improvement teacher performance and quality school . Principal capable schools integrate human resource management with vision quality school will more succeed in push achievement optimal accreditation .

Besides that , head schools also play a role in ensure that policy development career in line with need accreditation school . This is covers documentation teacher performance , mapping competence , as well as evaluation sustainable to effectiveness of human resource development programs . With thus , the head school become actor key in bridge between policy quality and practice human resource management at the level school

Correlation Human Resource Management based on Quality and Accreditation School

Accreditation school is mechanism evaluation demanding quality proof real on effectiveness management schools , including in HR aspects . HR management based on planned and implemented quality with Good will reflected in achievements indicator accreditation , such as quality learning , teacher professionalism , and culture quality school . This is indicates existence close relationship with improvement quality schools that show existence close relationship between quality human resource management and results accreditation .

Literature show that school with system good human resource management tend more Ready in facing the accreditation process . Teachers who have track development clear career path supported by the system evaluation objective performance will more motivated For increase quality learning . Conditions This impact positive in assessment accreditation , which is increasingly emphasize process and outcome aspects education (Warman et al., 2024). With Thus , accreditation school can viewed as reflection from effectiveness human resource management based on quality . A school that is capable manage power educator in a way professional and development - oriented career will more easy reach standard specified quality in instrument accreditation .

Challenge Implementation Human Resource Management based on quality

Although in a way conceptual human resource management based quality offer Lots benefits , implementation in the field Still face various challenge . One of the challenge main is limitations capacity head schools and administrators education in designing and implementing development programs integrated career with quality school . Many schools Still look at development career as obligation administrative , not as an improvement strategy quality . Challenge other is limitations source power , good from aspect budget and access to training quality . In some schools , especially in rural areas , opportunities development professional teachers still limited , so that impact on the slowness improvement quality and readiness face accreditation . Research Sodikun et al. (2023) show that support systemic and consistent policies are essential For overcome constraint the . Besides that , change culture organizations also become challenge separately . Implementation human resource management based quality demand change pattern think from just compliance administrative going to orientation quality and performance . Transformation This need time , commitment , and strong leadership in order to be able to walk in a way sustainable

CONCLUSION

This study confirm that human resource management based on quality in development career power educator own role strategic in improvement quality and accreditation school . Planned , program-based human resource management performance , and development oriented professional sustainable proven correlated with improvement quality learning and readiness school in fulfil standard accreditation . Development career power educator No just aspect administrative , but rather a quality strategy that must be integrated with vision and policy school . Principal school hold role key in ensure that human resource management based quality walk in a way effective and harmonious with demands accreditation . However , the success implementation is highly dependent on capacity leadership , support policies , as well as availability source adequate power . Therefore that , is necessary commitment together from all over stakeholders interest education For strengthen human resource management based quality as foundation improvement accreditation school . With systematic and sustainable approach , development career power educator can become a driving force main in realize education quality and empowered competitive .

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