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Analysis of human resource management for teaching staff at Budi Murni 2 private elementary school in Medan

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Article info

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Abstract

This study aims to analyze the human resource (HR) management of teaching staff at Budi Murni 2 Private Elementary School in Medan, focusing on teacher needs planning, recruitment, training and development, performance evaluation, and the challenges the school faces in managing its teaching staff. The research method used is a descriptive qualitative approach, employing data collection techniques such as interviews, observations, and documentation. The results indicate that HR management at this school has been conducted systematically, with planning tailored to the school's needs, and continuous improvements in recruitment, training, and performance evaluation processes. This study makes an important contribution by highlighting the need for human resource planning based on real needs at the elementary school level and by introducing the concept of competency-based evaluation to improve educators' performance. The recommendations provided include enhancing continuous teacher training, strengthening competency-based evaluation, and reinforcing the principal's role in managing human resources more effectively. It is hoped that the results of this study will provide a foundation for the development of more effective and integrated human resource management for educators, as well as serve as a reference for other elementary schools in this area, grounded in real needs and more objective measurements.

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1. Introduction

Education does not improve merely because curricula change or administrative routines expand. It improves when schools can secure enough qualified teachers, place them appropriately, support their professional growth, and evaluate their work fairly and

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developmentally. For that reason, human resource management (HRM) in education should be viewed as a strategic function rather than a routine administrative task (Taufiq & Abdullah, 2023; Juita et al., 2024; Shaoan et al., 2025).

This issue is especially important at the elementary school level. Classroom teachers at this stage are expected to integrate subject knowledge, pedagogy, classroom management, child development, and character formation within a single instructional space. Teacher performance, therefore, affects not only lesson delivery but also the quality of planning, assessment, and the learning climate experienced by children in their foundational years (Afandi et al., 2021; Pratiwi et al., 2024). Studies from Türkiye and other contexts further indicate that teacher self-efficacy and professional commitment shape whether teachers persist, adapt, and continue to improve their practice (Ispir & Yildiz, 2023; Orakci et al., 2022; Arviv Elyashiv & Rozenberg, 2024).

Recent research across countries has shown that the challenge is not limited to teacher competence alone. School systems continue to face shortages, recruitment bottlenecks, uneven teacher distribution, and out-of-field teaching assignments, all of which weaken instructional quality and increase teacher workload. Recruitment and retention are influenced by compensation, career pathways, professional support, and the fit between school needs and teacher qualifications (Shaoan et al., 2025; Liu & Li, 2025; Wheeley et al., 2023).

Another strong body of literature points to the importance of leadership and sustained professional development. Instructional leadership has been shown to shape teacher self-efficacy and performance, while collaborative, practice-based, and reflective training tends to produce more meaningful improvement than incidental or one-off workshops (Anderson et al., 2022; He et al., 2024; Elfira et al., 2024; Rahayu et al., 2025; Woodcock & Hardy, 2025). This means that teacher HRM should be understood as an integrated cycle: planning, recruitment, development, support, and evaluation.

In the Indonesian context, studies on teacher management and school improvement have grown, yet much of the discussion remains fragmented. Some studies emphasize principal leadership, others focus on performance supervision, digital competence training, curriculum implementation, or teacher career development (Arief, 2021; Annisya & Ramadan, 2021; Putri & Kalstum, 2022; Perangin-angin et al., 2025; Prasetiyo & Agustian, 2025). What is still less visible is a holistic analysis of teacher HRM in a single elementary school setting that connects staffing needs, recruitment patterns, professional development, performance evaluation, and qualification mismatches within the same institutional reality. That gap matters because school problems rarely emerge in isolated fragments; they accumulate and interact.

Budi Murni 2 Private Elementary School in Medan offers a relevant case for examining that interaction. Preliminary findings from interviews conducted on January 25, 2025, indicated that teacher HRM had not yet operated optimally, the number of teachers was still below the school's needs, and several teachers were teaching outside the ideal qualification profile for elementary classroom instruction. In practice, some teachers with subject-specific backgrounds were assigned to general classroom teaching, while several instructional needs remained insufficiently covered. These conditions reveal not only a staffing problem, but also a planning and alignment problem.

Based on that background, this study analyzes the HRM of teaching staff at Budi Murni 2 Private Elementary School in Medan by focusing on teacher needs planning, recruitment and selection, training and development, and performance evaluation. The study is expected to enrich the literature on elementary school HRM by presenting context-sensitive evidence from a private school setting and demonstrating concretely how teacher shortages, qualification mismatches, and school leadership intersect in everyday management practice.

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2. Literature review

2.1 Educational human resource management as a strategic system

Educational human resource management (HRM) should be understood as a strategic system rather than a set of isolated administrative routines. From a resource-based view, human resources become valuable when the institution can organize knowledge, competence, and commitment in ways that are difficult to substitute for or replicate (Barney, 1991). This argument is strengthened by strategic HRM theory, which centers on aligning organizational goals, staffing decisions, and development practices to enhance institutional effectiveness (Wright & McMahan, 1992). In the school context, this means that teacher management is not exhausted by appointment and payroll administration. It involves the deliberate orchestration of planning, recruitment, deployment, development, and evaluation to ensure consistent achievement of instructional goals (Feriyenci et al., 2020; Taufiq & Abdullah, 2023).

2.2 Teacher workforce planning and competency alignment

Teacher workforce planning is the first analytical stage because all subsequent decisions depend on whether the school has accurately mapped its needs. At the elementary level, planning must take account of student enrolment, class groups, curriculum structure, teaching load, and the distinction between general classroom teachers and subject-specific teachers. Planning errors often lead to out-of-field teaching, excessive workload, and uneven instructional quality. Studies in Indonesian elementary schools show that teacher planning is often constrained by policy, staffing distribution, and the limited availability of teachers with academic backgrounds that match the school's needs (Sunandar & Mahfud, 2006; Utomo et al., 2021; Qoyyin et al., 2024). International evidence points to the same concern: when teachers work outside their field of preparation, instructional confidence and curriculum delivery may weaken, especially in schools with limited personnel flexibility (Wheeley et al., 2023).

2.3 Recruitment and selection as strategic matching

Recruitment and selection translate staffing plans into actual personnel. In principle, this process should not only identify candidates who meet formal qualifications but also those whose competencies, dispositions, and professional orientation align with the pedagogical demands of elementary schooling. This position aligns with the broader person-job fit logic in human resource management, where alignment between job demands and individual capabilities influences performance, persistence, and organizational contribution. In educational institutions, weak recruitment practices increase the likelihood of role mismatch and recurrent staffing instability, whereas targeted recruitment strengthens instructional continuity (Sholatiah et al., 2022; Manap, 2024; Liu & Li, 2025; Shaoan et al., 2025). For elementary schools, such matching is especially important because the generalist character of classroom teaching requires pedagogical breadth, developmental sensitivity, and strong classroom management, not merely subject mastery in isolation.

2.4 Professional development, self-efficacy, and professional commitment

The literature increasingly agrees that teacher development is most effective when it is sustained, content-focused, collaborative, and closely connected to actual classroom problems. Desimone (2009) identifies core features of effective professional development, while Avalos (2011) shows that teacher learning becomes more meaningful when development activities are linked to professional reflection, collegial interaction, and instructional change. More recent studies confirm that training has stronger effects when it is practice-based and

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supported by school leadership and peer collaboration (Anderson et al., 2022; Rahayu et al., 2025; Prasetiyo & Agustian, 2025). At the same time, development does not operate solely through technical input. Teacher self-efficacy and professional commitment mediate how training is interpreted and enacted in classrooms. Teachers who believe they can improve instruction are generally more willing to adapt, persist, and invest in professional learning (Ispir & Yildiz, 2023; Orakci et al., 2022; Woodcock & Hardy, 2025).

2.5 Performance evaluation and developmental accountability

Performance evaluation should therefore be placed within a developmental accountability perspective. In this view, evaluation is not merely an inspection tool for detecting compliance, but a structured process for strengthening instruction through observation, feedback, reflection, and follow-up support. Research on school leadership and teacher performance indicates that evaluation becomes more meaningful when principals function as instructional leaders who provide professional guidance rather than punitive surveillance (Afandi et al., 2021; He et al., 2024; Elfira et al., 2024; Hevardani et al., 2025). This is highly relevant to the present study because the empirical problem is not simply whether evaluation exists, but whether it is sufficiently connected to teacher improvement, competence alignment, and school-level decision-making. In elementary schools, developmental evaluation also matters for maintaining teacher-student relationships and classroom responsiveness, both of which are closely associated with educational quality (Zheng, 2022).

2.6 Conceptual framework

Based on the preceding review, this study adopts an integrated conceptual framework that connects strategic HRM, person-job fit, teacher professional learning, and developmental evaluation. The framework assumes that educational HRM operates through four core dimensions: teacher needs planning, recruitment and selection, training and development, and performance evaluation. These four dimensions are not independent stages. They form a continuous managerial cycle in which weaknesses at one point tend to affect later stages. At the same time, the effectiveness of the cycle is shaped by contextual conditions such as policy arrangements, curriculum demands, school resources, and principal leadership.

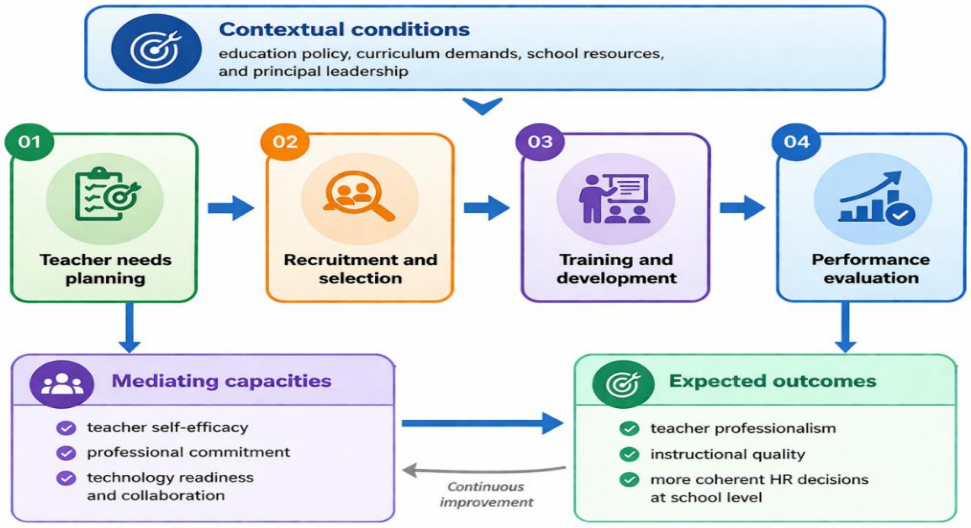

Figure 1. Conceptual framework of human resource management for teaching staff in elementary schools

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Figure 1 presents the conceptual framework used in this study. As shown in the figure, principal leadership and institutional context influence how HRM practices are enacted, while teacher self-efficacy, professional commitment, and technology readiness operate as enabling capacities that help explain variation in outcomes. Through this framework, the empirical findings are read not as isolated managerial events, but as interrelated practices that shape teacher professionalism, instructional quality, and the coherence of HR decisions at the school level.

3. Method

This study used a qualitative descriptive case study design. The design was selected because the study sought to understand how teacher human resource management was practiced in a real and bounded school context, not to test causal relationships through statistical generalization. A case study was considered appropriate because the issue under examination involved processes, decisions, experiences, and constraints that could be adequately interpreted only within the institutional setting in which they occurred.

The research was conducted at Budi Murni 2 Private Elementary School in Medan. The focus of inquiry covered four interrelated dimensions of teacher HRM: teacher needs planning, recruitment and selection, training and development, and performance evaluation. Data were generated through direct engagement with the field to capture both formal procedures and everyday practices.

3.1 Data and data sources

The data sources were selected purposively based on their direct knowledge of school HRM. Informants included the principal, school administrative staff, classroom teachers, and students who were able to describe the implementation and effects of teacher management practices in school life. This combination was important because HRM in schools is not experienced only by managers; it is also experienced by teachers who implement policies and by students who live with their consequences.

a. Primary Data

   Primary data were obtained through semi-structured interviews, observations, and field notes. Interviews were used to explore policy, decision-making, perceptions, and constraints. Observation was used to identify how teacher management was reflected in teaching practice, task division, and school routines. Using multiple techniques enabled the researcher to compare statements with actual field conditions.

b. Secondary Data

   Secondary data were drawn from school documents and relevant written sources, including the school profile, vision and mission statements, annual programs, school regulations, learning schedules, and other documentation related to teacher staffing and professional development. These documents were used to strengthen contextual understanding and to support data triangulation.

3.2 Research data analysis procedures

Data analysis followed the interactive model of Miles and Huberman, which involves data collection, data reduction, data display, and conclusion drawing/verification. The model was chosen because it allows analysis to develop continuously during fieldwork rather than being postponed until all data have been gathered. This is particularly useful in qualitative school

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research, where new information often sharpens the direction of interviews and observations. The analytical flow used in this study is presented in Figure 2.

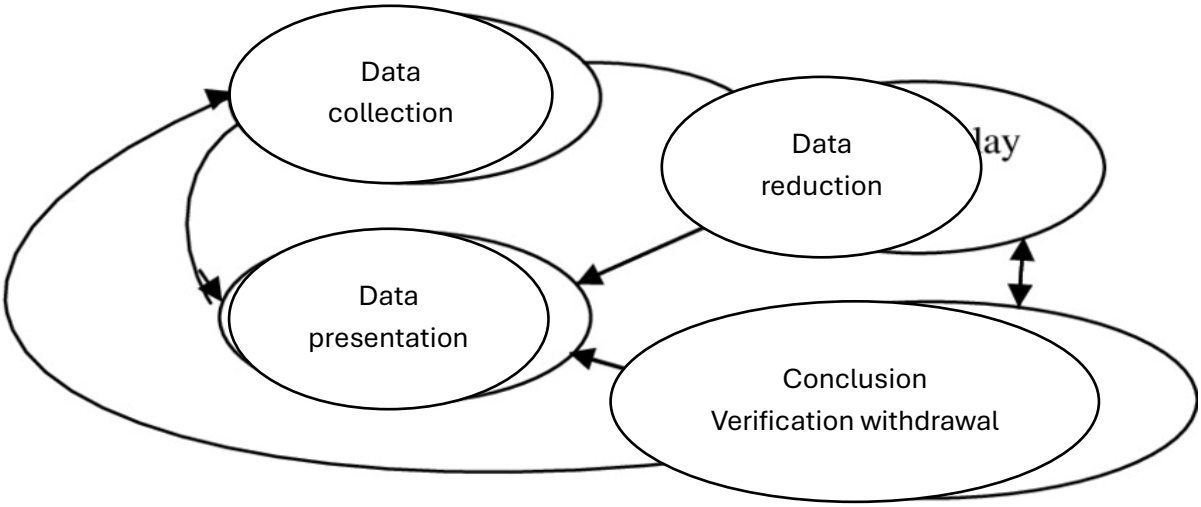

Figure 2. Interactive model of qualitative data analysis adapted from Miles and Huberman

a. Data collection
At this stage, the researcher gathered verbal, observational, and documentary evidence relevant to the study focus. The emphasis was not merely on accumulating data, but on collecting information that could illuminate how teacher HRM decisions were made and enacted.
b. Data reduction
Data reduction involved selecting, coding, focusing, and simplifying field data in accordance with the research questions. Statements or events unrelated to teacher planning, recruitment, development, or evaluation were set aside to keep the analysis conceptually sharp.
c. Data presentation
The reduced data were then organized into a narrative presentation supported by thematic grouping. This stage enabled the examination of relationships among findings, the comparison of views across informants, and the identification of recurring patterns or tensions in school practice.
d. Concluding (verification)
Conclusions were drawn cautiously through continuous verification. Interpretations were checked against interview data, observational evidence, and documentary materials to ensure the resulting findings were empirically grounded rather than impressionistic.

4. Results

4.1 Description of the research location

This study was conducted at Budi Murni 2 Private Elementary School in Medan, using observation, interviews, and documentation. The school is located at Jl. Kapiten Purba I No. 18, Mangga Village, Medan Tuntungan Subdistrict, Medan City, North Sumatra. The school has implemented the Merdeka Curriculum. Budi Murni 2 Private Elementary School in Medan has received an A accreditation status from BAN-S/M. In its daily operations, the school consistently

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applies the principle of cooperation, fostering a supportive work environment, high levels of social empathy among the school community, and a strong sense of belonging to the group.

4.2 Teacher needs analysis

The need for teaching staff is a crucial aspect of educational management, particularly at the elementary school level. The researcher conducted in-depth interviews with the Principal (KS) on June 10, 2025, several classroom teachers (GR1) on June 11, 2025, and (GR2) on June 12, 2025, as well as students (SW1, SW2) on June 13, 2025, and (SW3–SW4) on June 14. The researcher also observed learning activities and the overall school atmosphere. The objective of this study is to explore the implementation of human resource management for educators, covering planning, recruitment, development, and teacher performance evaluation.

4.3 Assessing teacher needs

Interviews conducted with KS on June 10, 2025, GR1 on June 11, 2025, and GR2 on June 12, 2025, show a consistent pattern in how teacher needs are reviewed at the school. The process begins with the number of students and class groups, then proceeds to a comparison of existing teachers with the staffing required for each class. When a gap arises, the school considers recruiting additional teachers in line with actual needs. Taken together, these accounts indicate that teacher needs analysis at the school follows a structured mechanism.

4.4 Stakeholders in teacher planning

The interviews also clarify who is involved in teacher planning. The principal explained that he identifies staffing needs by considering teaching load, student numbers, and subjects experiencing shortages, then prepares a proposal for the education office. GR1 and GR2 confirmed this account. In practice, the principal initiates the planning process, while the final decision on teacher placement remains with the relevant government authority.

4.5 Determination of teacher qualifications

Interviews with KS, GR1, and GR2 further show that academic qualification is treated as an important criterion in staffing decisions. For classroom teachers, the school's minimum qualification is a bachelor's degree in Elementary Education (S-1 PGSD). For subject-specific positions, priority is given to candidates whose academic background aligns with the subject to be taught. This position reflects the school's effort to maintain coherence between teacher competence and instructional assignment.

Teacher qualifications are also a key consideration in the recruitment process. The informants agreed that for classroom teachers, the minimum qualification is a Bachelor's degree in Elementary School Teacher Education (PGSD). Meanwhile, if a teacher is needed for a specific subject, priority is given to graduates with a major directly aligned with that subject area. This aims to ensure alignment between the teacher's competencies and the subject they will teach. However, one of the main issues that arises is the mismatch between the qualifications of available teachers and the needs of the schools. The interviews revealed that there are more teachers with a background in specific subject areas (non-PGSD) than there are PGSD graduates.

4.6 The challenge of teacher mapping

The principal also pointed to a persistent challenge in teacher mapping. Although the school can identify its own staffing needs and submit proposals to the education office, government allocations do not always match the qualifications or positions actually required. As a result,

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some needs remain unmet. The principal can recommend, but the authority to appoint teachers lies elsewhere.

Thus, while a systematic analysis of teacher needs at this school has been conducted, its implementation remains hindered by the mismatch between on-the-ground needs and teacher placement policies. Therefore, more synergistic coordination between the school and the education office is needed so that teacher needs are optimally met and aligned with the required competencies.

Interviews with students SW1 and SW2 on June 13, 2025, and SW3 and SW4 on June 14, 2025, show that the shortage of teachers is also felt at the learner level. Several students mentioned that some subjects, including Physical Education and English, still lack dedicated teachers. In response, classroom teachers often take on multiple subjects, a situation that may weaken instructional focus and reduce the quality of delivery.

The student interviews also suggest that they understand the practical consequences of teacher shortages. They see that learning may become less effective when teachers are required to divide time and attention across too many responsibilities. For that reason, students believe the school needs concrete measures to increase the number of teaching staff. They also recognize that staffing decisions should take into account student numbers, class groups, and the workload of existing teachers.

4.7 Alignment of competencies with the curriculum

Aligning teachers' competencies with the subjects they teach is a key element in the effective, high-quality implementation of the curriculum. Based on interviews with informants, several subjects at the elementary school level require special attention to align educators' competencies with the subjects they teach.

5. Discussion

The findings show that human resource management for teaching staff at Budi Murni 2 Private Elementary School in Medan is not absent; rather, it operates in a constrained, partially adaptive form. The school has initiated planning, recruitment, development, and evaluation practices, yet these practices do not always translate into ideal staffing and competency alignment. In many schools, the problem is not the total absence of management, but the gap between managerial intention and institutional capacity.

This gap becomes especially evident at the elementary level, where a shortage of teachers quickly leads to multiple consequences: role doubling, qualification mismatches, uneven subject coverage, and heavier workloads for classroom teachers. The discussion below interprets these findings in relation to previous research and highlights their implications for school management.

5.1 Teacher needs analysis

The study shows that teacher needs analysis at the school is conducted in a structured manner. The principal first maps the number of students, class groups, and available teachers, then proposes additional staffing when shortages are identified. This finding indicates that the school already understands workforce planning as a rational process rather than an ad hoc reaction. Such a pattern aligns with studies showing that effective teacher planning begins with workload analysis, curriculum needs, and student enrolment mapping (Utomo et al., 2021; Qoyyin et al., 2024).

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Even so, the case also reveals the limits of school-level planning. Although needs are identified internally, fulfillment depends heavily on external allocation and the actual availability of qualified teachers. This means that planning can be technically sound but operationally ineffective when recruitment channels and placement decisions are not fully aligned with school needs. Similar tensions are reported in the wider recruitment and retention literature, which emphasizes that a single factor rarely causes staffing shortages; they emerge from the interaction of distribution problems, qualification mismatches, and limited retention capacity (Shaoan et al., 2025; Liu & Li, 2025).

The qualification mismatch found in this study is particularly important. Several teachers with subject-specific educational backgrounds were assigned to general classroom roles, while some specialist needs remained uncovered. This condition resembles what the literature on out-of-field teaching has warned against: when teachers are placed outside their ideal field, workload increases, pedagogical confidence may decline, and the quality of instruction can become uneven, especially for early-career or under-supported teachers (Wheeley et al., 2023). In the context of elementary education, where classroom teachers are expected to be strong generalists, the mismatch is not a minor administrative issue. It is a substantive instructional issue.

5.2 Recruitment and selection

A dual structure marks recruitment and selection at Budi Murni 2 Private Elementary School in Medan. Government-appointed teachers are placed through an external mechanism, whereas non-ASN teachers are recruited internally by the school to respond to immediate needs. This dual pathway reflects a pragmatic adaptation to the reality of limited staffing. From an HRM perspective, it shows that the school attempts to preserve instructional continuity even when formal staffing mechanisms are slow or insufficient.

However, the findings also suggest that recruitment remains more corrective than strategic. Internal recruitment helps close urgent gaps, but it does not fully solve the underlying problem of qualification alignment and long-term workforce stability. The school literature HRM has repeatedly shown that recruitment is most effective when it is closely aligned with competency needs, institutional fit, and retention planning, rather than merely vacancy filling (Manap, 2024; Shaoan et al., 2025). The present study, therefore, indicates that local flexibility is valuable, but it still needs to be accompanied by stronger selection criteria and longer-term staffing planning.

5.3 Training and development

The school has provided access to training, seminars, workshops, and curriculum-related development activities, especially in relation to the Merdeka Curriculum and the use of digital tools. This indicates that the school does not treat teacher development as optional. The important issue, however, lies in continuity. The training described by informants was beneficial, yet it was not always systematically scheduled or followed by structured mentoring.

This finding is highly consistent with recent research. Professional development tends to be most effective when it is sustained, collaborative, practice-based, and closely linked to classroom problems rather than delivered as a one-off event (Anderson et al., 2022; Rahayu et al., 2025; Sembiring et al., 2023; Woodcock & Hardy, 2025). Studies in Indonesian elementary schools also show that competence increases more meaningfully when teachers have opportunities to practice, reflect, and adapt new strategies in relation to their own teaching context (Prasetiyo & Agustian, 2025). Therefore, the issue at Budi Murni 2 is not the absence of

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training, but the need to transform scattered training opportunities into a more coherent development system.

Another notable point is the role of peer support in technology adaptation. Junior teachers provide informal assistance to senior teachers who experience difficulties with digital platforms. This is a positive organizational resource because it builds collegial learning inside the school. Research on teacher development and self-efficacy suggests that such support matters. Teachers are more likely to grow when professional learning is socially supported, emotionally safe, and connected to real instructional tasks (Orakci et al., 2022; Arviv Elyashiv & Rozenberg, 2024).

5.4 Performance evaluation

Teacher performance evaluation at the school is conducted mainly through classroom observation and direct coaching by the principal. The evaluative approach is relatively simple, yet its orientation is formative rather than punitive. This is one of the study's stronger findings. In resource-constrained settings, a developmental evaluation culture can be more productive than a rigid bureaucratic model because teachers are more willing to accept feedback when it is framed as professional assistance.

The finding supports studies showing that instructional leadership and academic supervision can strengthen teacher performance when feedback is linked to guidance, follow-up, and professional trust (Annisya & Ramadan, 2021; He et al., 2024; Elfira et al., 2024). In the Indonesian elementary school context, supervision has also been found to positively relate to teacher motivation and performance improvement when carried out consistently and accompanied by instructional support (Teguh et al., 2024; Perangin-angin et al., 2025; Wahyuni et al., 2023).

The discussion as a whole points to one central conclusion: the school's HRM challenges are systemic and interconnected. Teacher shortages make recruitment reactive; reactive recruitment intensifies qualification mismatches; mismatches increase the need for development; and development becomes harder to optimize when evaluation remains lightly documented. The contribution of this study lies in demonstrating that these are not separate managerial problems but mutually reinforcing conditions that must be addressed in an integrated manner.

6. Conclusion and implications

6.1 Summary of findings

This study shows that HRM for educators at Budi Murni 2 Private Elementary School in Medan has been implemented through four main processes—teacher needs planning, recruitment and selection, training and development, and performance evaluation—but the implementation remains partially constrained. The school has conducted staffing analysis and internal recruitment efforts, provided access to teacher development activities, and applied a coaching-based evaluation approach. However, the findings also reveal persistent shortages, qualification mismatch, role doubling, irregular professional development, and evaluation procedures that are not fully documented. In short, the school already has a working HRM structure, but it has not yet been fully integrated or aligned with the actual needs of elementary instruction.

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6.2 Implications

These findings have two main implications. Practically, school leaders need to treat teacher HRM as an interconnected system rather than a series of separate administrative tasks. Staffing plans should be linked to qualification mapping; teacher development should be linked to observed classroom needs; and performance evaluations should produce documented follow-up for coaching and mentoring. Theoretically, this study strengthens the argument that teacher performance in elementary schools cannot be explained solely by leadership, training, or recruitment. It is shaped by the interaction among all of these dimensions within a particular institutional context.

7. Limitations

This study has several limitations. First, it focuses on a single school, so the findings cannot be generalized mechanically to all elementary schools. Second, the study is qualitative and context-bound, which allows depth of interpretation but not statistical inference. Third, the analysis captures school practices at a single point in time and therefore does not yet show how HRM changes longitudinally or how specific interventions affect teacher performance over time.

Directions for future research

Future studies may extend this work through comparative research across public and private elementary schools, mixed-method designs that connect qualitative findings with performance indicators, and longitudinal studies on the effects of qualification mismatch, mentoring, and competency-based evaluation. Research is also needed on how elementary schools in resource-constrained settings can build sustainable recruitment, induction, and retention strategies without depending entirely on short-term corrective action.

Statement of Transfer of Responsibility

The preparer/editor did not received the necessary data or information required to complete and verify the following sections: CRediT authorship contribution statement, declaration of competing interest, data availability statement, ethical approval/ethical declaration, acknowledgements, and AI disclosure statement. Accordingly, full academic and legal responsibility for the content and accuracy of these statements is hereby transferred to the authors, including any consequences arising from non-compliance with the target journal's policies and applicable ethical standards.

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