

IMPLEMENTATION OF HUMAN RESOURCE MANAGEMENT AND LEADERSHIP TO IMPROVE EDUCATIONAL ORGANIZATIONAL PERFORMANCE

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Abstract

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Literature Review.*

Human resource management and leadership play a strategic role in improving the performance of educational organizations amid the dynamic changes and increasing demands for educational quality. Various performance-related issues in educational organizations are often attributed to the suboptimal implementation of human resource management and leadership. This study aims to analyze the implementation of human resource management and leadership in enhancing the performance of educational organizations based on a literature review. The research method employed is a literature study that examines scholarly journal articles, books, and other relevant sources related to human resource management, leadership, and the performance of educational organizations. Data analysis was conducted through the processes of selection, classification, and synthesis of findings from various literature sources. The results of the review indicate that systematic human resource management, supported by effective, participative, and visionary leadership, plays a significant role in improving the performance of educational organizations. Effective human resource management is able to optimize competencies, motivation, and organizational commitment, while appropriate leadership strengthens work culture and organizational effectiveness. In conclusion, the integration of human resource management and leadership is a key factor in sustainably enhancing the performance of educational organizations.

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INTRODUCTION

Global changes driven by technological advancements, globalization, and social dynamics require educational organizations to continuously improve their performance and service quality. In this context, human resources (HR) are regarded as strategic assets that determine the success of educational organizations in achieving their institutional goals. Educational organizations no longer focus solely on the provision of facilities and infrastructure but also emphasize the systematic management and development of human resources through effective management and leadership practices (Armstrong, 2020; Dessler, 2019). Effective human resource management enables educational organizations to optimize the competencies, motivation, and commitment of educators and educational staff, thereby directly contributing to improved organizational performance.

Numerous international studies have demonstrated that the implementation of human resource management integrated with effective leadership significantly contributes to organizational performance improvement, including work effectiveness, productivity, and the quality of educational services (Northouse, 2021; Bush, 2018). Visionary and participative leadership is capable of creating a conducive work environment, encouraging innovation, and strengthening organizational culture. In educational organizations, leaders not only function as administrators but also as agents of change who align human resource management with the institution's vision and mission (Yukl, 2017).

At the national level, educational organizations in Indonesia continue to face various challenges in human resource management. Common issues include human resource planning that is not based on organizational needs, unsustainable competency development, and suboptimal performance appraisal systems (Mulyasa, 2018; Sutrisno, 2020). In addition, leadership practices in educational institutions tend to be administratively oriented and place insufficient emphasis on strategic aspects of human resource development. These conditions negatively affect organizational performance, including work effectiveness, learning quality, and the achievement of institutional objectives.

At the local level, human resource management issues in educational organizations are often characterized by a lack of synergy between human resource management functions and leadership roles. Planning, implementation, and evaluation of human resources are not fully integrated, while leadership has not optimally empowered existing human resource potential. Consequently, the performance of educational organizations has not reached optimal and sustainable outcomes. This condition indicates the need for a more in-depth and comprehensive examination of the implementation of human resource management and leadership, particularly in the context of educational organizations.

The urgency of this study is further reinforced by the fact that most previous research has examined the relationship between human resource management, leadership, and organizational performance using quantitative empirical approaches (Robbins & Judge, 2019; Mangkunegara, 2020). Meanwhile, systematic literature-based studies that comprehensively review concepts, practices, and research findings related to the implementation of human resource management and leadership in educational organizations remain limited. Literature studies play an essential role in summarizing,

integrating, and synthesizing scientific findings to provide a more comprehensive understanding of a particular phenomenon (Creswell, 2018).

Based on the above discussion, this study aims to analyze the implementation of human resource management and leadership in enhancing the performance of educational organizations through a literature review. The findings are expected to contribute theoretically to the development of educational management studies and serve as a practical reference for leaders and managers of educational organizations in designing effective and sustainable human resource management strategies.

Human resource management is a strategic organizational function that focuses on managing individuals and work groups to contribute optimally to the achievement of organizational goals. Conceptually, human resource management encompasses a series of activities, including workforce planning, recruitment and selection, competency development, performance appraisal, compensation, and employee relations management (Dessler, 2019; Armstrong, 2020). In educational organizations, human resource management has distinctive characteristics because it directly involves the management of educators and educational personnel as the primary actors in the educational process. Therefore, human resource management in education is not only oriented toward work efficiency but also toward enhancing professionalism, work ethics, and the sustainable quality of educational services (Mulyasa, 2018).

The effective implementation of human resource management in educational organizations requires needs-based human resource planning, continuous competency development, and objective and transparent performance appraisal systems. Human resource development through training, further education, and professional coaching is believed to enhance individual capacity and overall organizational performance (Sutrisno, 2020). Furthermore, fair reward and compensation systems play an important role in increasing work motivation and organizational commitment, which ultimately affect the performance of educational organizations.

Human resource leadership is an inseparable aspect of human resource management. Leadership is defined as the ability of an individual to influence, direct, and motivate others to achieve shared goals (Yukl, 2017). In the context of human resource management, leadership is not merely related to formal authority but also involves the ability to build interpersonal relationships, provide role models, and create a conducive work environment. Effective leaders are able to integrate organizational vision with the needs and potential of human resources, thereby creating synergy between individual and organizational goals (Northouse, 2021).

In educational organizations, human resource leadership plays a strategic role in developing a professional, collaborative, and quality-oriented work culture. Educational leaders are required to act as motivators, facilitators, and agents of change who promote innovation and the improvement of educational service quality (Bush, 2018). Participative and visionary leadership is believed to increase human resource involvement in decision-making processes, strengthen organizational commitment, and foster a sense of ownership toward educational institutions. Thus, human resource leadership becomes a key factor in ensuring the successful implementation of human resource management in educational organizations.

The performance of educational organizations is a primary indicator of organizational success in achieving institutional objectives. Organizational performance in education can be understood as the level of achievement that reflects effectiveness,

efficiency, and the quality of educational services (Robbins & Judge, 2019). Performance is not only measured through academic aspects, such as student achievement, but also through non-academic aspects, including governance quality, stakeholder satisfaction, and the organization's ability to respond to environmental changes (Mangkunegara, 2020). Therefore, the performance of educational organizations is multidimensional and influenced by both internal and external factors.

The relationship between human resource management, human resource leadership, and the performance of educational organizations has been widely discussed in theoretical and empirical studies. Systematic human resource management plays a role in providing competent and high-performing human resources, while human resource leadership serves as the main driving force that ensures the optimal utilization of human resource potential (Armstrong, 2020; Yukl, 2017). Effective leadership strengthens the implementation of human resource management through clear direction, open communication, and continuous empowerment of human resources.

The synergy between human resource management and leadership is believed to have both direct and indirect impacts on the performance of educational organizations. The implementation of human resource management supported by strong leadership can create a conducive work environment, enhance motivation and organizational commitment, and facilitate the effective achievement of organizational goals (Northouse, 2021). Based on this review, a conceptual framework can be formulated, illustrating that human resource management and leadership are strategic variables that complement each other in improving the performance of educational organizations.

Given that this study employs a literature review approach, quantitative hypotheses are not statistically formulated. However, the study is grounded in the conceptual proposition that the more effective the implementation of human resource management and leadership, the higher the performance of educational organizations. This proposition serves as the foundation for analyzing and synthesizing relevant findings from previous studies to provide a comprehensive understanding of the strategic role of human resource management and leadership in enhancing the performance of educational organizations.

LITERATURE REVIEW

Human Resource Management in Educational Organizations

Human resource management (HRM) is a strategic organizational function that focuses on managing individuals and work groups to contribute effectively to the achievement of organizational goals. HRM encompasses a set of integrated activities, including workforce planning, recruitment and selection, competency development, performance appraisal, compensation, and employee relations (Dessler, 2019; Armstrong, 2020). In the context of educational organizations, HRM has distinctive characteristics because it directly involves the management of educators and educational staff who serve as the primary agents in the educational process. Consequently, HRM in education is not solely oriented toward efficiency but also emphasizes professionalism, ethical standards, and the continuous improvement of educational service quality (Mulyasa, 2018).

Effective HRM implementation in educational organizations requires needs-based workforce planning, continuous professional development, and transparent performance evaluation systems. Human resource development through training, advanced education, and professional mentoring is widely recognized as a key mechanism for enhancing

individual competencies and organizational performance (Sutrisno, 2020). Furthermore, fair and performance-based compensation systems play a critical role in increasing employee motivation and organizational commitment, which ultimately influence the overall performance of educational organizations.

Leadership in Human Resource Management

Leadership is a central element in human resource management and is defined as the ability to influence, guide, and motivate individuals or groups to achieve shared objectives (Yukl, 2017). Within HRM, leadership extends beyond formal authority and encompasses interpersonal skills, role modeling, and the creation of a supportive and productive work environment. Effective leaders are capable of aligning organizational vision with the needs, expectations, and potential of human resources, thereby fostering synergy between individual and organizational goals (Northouse, 2021).

In educational organizations, leadership plays a strategic role in shaping a professional, collaborative, and quality-oriented organizational culture. Educational leaders are expected to function not only as administrators but also as motivators, facilitators, and agents of change who encourage innovation and continuous improvement in educational practices (Bush, 2018). Participative and visionary leadership styles have been shown to enhance employee involvement in decision-making, strengthen organizational commitment, and promote a sense of ownership among educators and staff. As such, leadership is a determining factor in the successful implementation of HRM practices in educational institutions.

Organizational Performance in Education

Organizational performance in educational institutions refers to the extent to which an organization achieves its goals effectively and efficiently while maintaining high-quality educational services. Performance is a multidimensional construct that includes academic outcomes, such as student achievement, as well as non-academic dimensions, including governance quality, stakeholder satisfaction, institutional effectiveness, and adaptability to environmental changes (Robbins & Judge, 2019; Mangkunegara, 2020). Therefore, assessing educational organizational performance requires a comprehensive perspective that considers both internal processes and external outcomes.

Previous studies have consistently indicated that HRM practices significantly influence organizational performance by ensuring the availability of competent, motivated, and committed human resources. Systematic HRM contributes to improved productivity, service quality, and institutional effectiveness. However, the effectiveness of HRM practices largely depends on the presence of strong leadership that can guide, coordinate, and motivate human resources toward shared objectives.

The Relationship between Human Resource Management, Leadership, and Organizational Performance

The relationship between HRM, leadership, and organizational performance has been extensively examined in both theoretical and empirical research. HRM provides the structural and procedural foundation for managing human resources, while leadership serves as the driving force that mobilizes and optimizes human potential (Armstrong, 2020; Yukl, 2017). Effective leadership enhances the implementation of HRM practices through clear direction, open communication, and continuous empowerment of employees.

Several empirical studies have demonstrated that the integration of HRM and

leadership has a direct and positive impact on organizational performance in educational settings (Northouse, 2021). The synergy between systematic HRM practices and participative leadership creates a supportive work environment, increases employee motivation and commitment, and strengthens organizational culture. Consequently, educational organizations that effectively integrate HRM and leadership are more likely to achieve sustainable performance improvements.

Based on the reviewed literature, it can be concluded that HRM and leadership are interrelated and mutually reinforcing factors in enhancing the performance of educational organizations. The effectiveness of HRM practices is significantly influenced by leadership quality, while leadership effectiveness is strengthened through well-designed HRM systems. This conceptual understanding provides a theoretical foundation for analyzing the implementation of HRM and leadership in improving educational organizational performance.

RESEARCH METHODOLOGY

This study adopts a qualitative approach using a literature review research design. The qualitative approach was selected because the study aims to understand, analyze, and synthesize concepts and findings from previous research related to the implementation of human resource management and leadership in improving the performance of educational organizations. A literature review allows researchers to obtain a comprehensive understanding of various theoretical and empirical perspectives relevant to the research topic.

The objects of this study include scholarly journal articles, reference books, and other academic documents that discuss human resource management, human resource leadership, and educational organizational performance. Data sources were obtained from various scientific databases, such as Google Scholar, Garuda, and national and international journal portals. The selection criteria included topic relevance, publisher credibility, and publication years within the last five to ten years to ensure data currency and relevance.

Data collection was conducted through the stages of identification, selection, and compilation of literature. During the identification stage, literature was searched using keywords such as “human resource management,” “human resource leadership,” and “educational organizational performance.” The selection process involved reviewing titles, abstracts, and article content to ensure alignment with the research focus. Selected literature was then compiled and classified based on research themes and variables.

Data analysis was carried out qualitatively through data reduction, data presentation, and conclusion drawing. Data reduction involved selecting and filtering key information from each literature source. Data presentation was conducted in the form of descriptive narratives and summary tables to facilitate synthesis. Finally, conclusions were drawn by integrating findings from previous studies to provide a comprehensive overview of the implementation of human resource management and leadership in improving the performance of educational organizations.

RESULT AND DISCUSSION

The results of the literature review indicate that the implementation of human resource management and leadership significantly contributes to the improvement of educational organizational performance. The reviewed literature consistently emphasizes

that systematic human resource management—encompassing planning, competency development, performance appraisal, and reward systems—enhances work effectiveness and the quality of educational services. These findings suggest that well-planned and sustainable human resource management serves as a fundamental pillar in building optimal educational organizational performance.

From a leadership perspective, the review findings reveal that effective leadership, particularly participative and visionary leadership, functions as a key driver in the successful implementation of human resource management. Leaders who are able to direct, motivate, and empower human resources effectively are proven to enhance organizational commitment, foster positive work culture, and encourage collaboration within educational organizations. This indicates that leadership is not merely an administrative control function but also a strategic factor in strengthening organizational performance.

Compared to previous studies, the findings of this review are consistent with research indicating that human resource management and leadership are closely related to organizational performance (Armstrong, 2020; Northouse, 2021). Prior empirical studies generally confirm the positive influence of human resource management and leadership on educational organizational performance. However, this review extends existing knowledge by emphasizing the importance of integrating these two aspects. In other words, effective human resource management will not yield optimal outcomes without supportive leadership, and vice versa.

The distinction between this study and previous research lies in its methodological approach. While most previous studies employed quantitative approaches to examine relationships among variables, this study comprehensively reviews research findings through a literature review. This approach enables the identification of general patterns, common findings, and research gaps, particularly concerning the implementation of human resource management and leadership in educational organizations.

Theoretically, the findings reinforce human resource management theories that position human resources as strategic organizational assets. This study supports Armstrong's (2020) view that organizational success is largely determined by how human resources are managed and developed. Furthermore, the findings align with leadership theories that emphasize leaders as agents of change capable of integrating organizational vision with human resource management (Yukl, 2017). Thus, the relationship between the findings and existing theories confirms that human resource management and leadership are complementary elements in improving educational organizational performance.

From a practical perspective, the findings provide insights for leaders and managers of educational organizations regarding the importance of implementing systematic human resource management supported by effective leadership. Educational organizations should emphasize needs-based human resource planning, continuous competency development, and participative leadership styles oriented toward human resource development. The implementation of these strategies is expected to enhance educational organizational performance sustainably.

Accordingly, the results and discussion affirm that improving educational organizational performance cannot be separated from the synergy between human resource management and leadership. A critical analysis of previous research findings

indicates that the integration of these two aspects is a key factor in building effective, adaptive, and quality-oriented educational organizations.

CONCLUSION

Based on the literature review, it can be concluded that the implementation of human resource management and leadership plays a strategic role in improving the performance of educational organizations. Systematic human resource management—including planning, competency development, performance appraisal, and reward systems—has been shown to optimize human resource potential and enhance the effectiveness and quality of educational services. Meanwhile, effective, participative, and visionary leadership acts as a driving force that strengthens the successful implementation of human resource management. The synergy between human resource management and leadership is the primary key to creating sustainable educational organizational performance.

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