



Basic Concepts of Human Resource Management and Its Challenges in the Modern Era of Education

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ABSTRACT

This study aims to analyze the basic concepts, functions, challenges, and strategies of human resource management in education in the modern era. This study uses a library research method with a descriptive-analytical approach, which examines various scientific literature, books, and journals published between 2015 and 2025 that are relevant to human resource management in education. The results of the study indicate that human resource management in educational institutions has evolved from an administrative function to a strategic function focused on developing teacher professionalism, digitizing work systems, and improving the welfare of educators. The main challenges identified include the acceleration of digital transformation, demands for teacher professionalism, and the need for global competencies balanced with moral and ethical values in education. The conclusion of this study confirms that the success of educational institutions is highly dependent on the ability of human resource management to adapt to technological changes and globalization, while maintaining the humanistic dimension in the learning process. The urgency of this research lies in the importance of a sustainable transformation of HR management in education that is oriented towards strengthening teacher capacity so that they can face the dynamics of 21st-century education effectively and with dignity.

Introduction

In the modern era, the success and sustainability of educational institutions are increasingly determined by the quality of their human resources. Human Resource Management has become one of the most critical components in ensuring that schools and universities are able to adapt to the dynamics of technological, social, and economic changes that characterize the 21st century. Education, as a system that aims to develop human potential, cannot be separated from the role of teachers, education personnel, and administrators who serve as the backbone of institutional effectiveness. Thus, managing human resources in education is not only a technical function but also a strategic effort to improve the overall quality of education. According to Flippo (1984), Human Resource Management is the process of planning, organizing, directing, and controlling the procurement, development, compensation, integration, maintenance, and termination of

employees to achieve organizational goals. This definition shows that Human Resource Management encompasses a comprehensive cycle of managing people as the central asset of an organization. Similarly, Hasibuan (2019) defines Human Resource Management as the science and art of managing the role and labor relations of people effectively and efficiently to achieve the goals of the organization, employees, and society. In the educational context, HRM involves how schools plan for teacher needs, recruit competent educators, provide continuous training, assess performance, and ensure teacher welfare all of which contribute to improving student outcomes and institutional performance.

The role of Human Resource Management in education has evolved from a purely administrative function to a strategic discipline. In the past, human resource management was primarily concerned with filling positions and maintaining staff attendance. However, in the modern era, HRM serves as a driver of innovation, professionalism, and institutional excellence. Dessler (2020) emphasizes that Human Resource Management includes policies and practices related to recruitment, training, evaluation, compensation, and the creation of a fair, safe, and supportive work environment. This aligns with the principles of educational quality assurance, where teacher competence and motivation are directly linked to the quality of learning. Therefore, effective Human Resource Management ensures that every educator not only fulfills their duties but also contributes innovatively to educational reform. Despite its importance, Human Resource Management in the field of education faces increasingly complex challenges. The first major challenge is the acceleration of technological development and digital transformation. The industrial revolution 4.0 and society 5.0 have changed the paradigm of teaching and learning. Teachers are now required to master digital literacy, integrate technology into the learning process, and facilitate students who are digital natives. Sedarmayanti (2017) argues that the main challenge of Human Resource Management in this era is ensuring that human resources can adapt to technological changes without losing their humanistic and pedagogical essence. This means that human resource managers in schools must not only focus on technical training but also on developing adaptive, innovative, and lifelong learning mindsets among educators.

The second challenge is related to teacher quality and professionalism. Education today requires teachers who are not only subject matter experts but also facilitators, motivators, and innovators. Hasibuan (2019) points out that Human Resource Management should focus on increasing individual contributions through competency development and motivation. Similarly, Collins et al. (2021) state that continuous training and performance evaluation are crucial to maintaining professionalism in a changing world. However, in practice, many institutions still face limitations in providing consistent professional development opportunities, equitable welfare systems, and fair evaluation mechanisms. This situation can reduce teacher motivation and hinder the achievement of educational goals. Another critical issue is globalization and international competition, which demand that educational institutions prepare human resources with global competence. Dessler (2020) notes that modern Human Resource Management must be able to develop cross-cultural communication, international collaboration, and digital literacy. Educators today are expected to foster students' global awareness and 21st-century skills critical thinking, creativity, collaboration, and communication (the 4Cs) to prepare them for the global workforce. This requires Human Resource strategies that are not only nationally oriented but also globally responsive, capable of positioning education as part of an interconnected world.

Furthermore, teacher welfare and motivation remain central to Human Resource Management in education. Drawing from Maslow's hierarchy of needs as cited by Robbins & Judge (2017), teacher motivation is closely tied to the fulfillment of basic and psychological needs such as financial security, recognition, and self-actualization. Without adequate welfare and a supportive work environment, teachers may experience burnout, stress, or a decline in performance. Therefore, effective Human Resource Management must ensure that compensation systems, career pathways, and work-life balance are managed equitably to maintain high morale and productivity. To overcome these challenges, Human Resource Management in education must be transformed into a strategic, data-driven, and adaptive system. The integration of digital technology in Human Resource processes such as online recruitment, e-learning for teacher development, and data based performance appraisal can make human resource management more transparent and efficient. Schools must also establish professional learning communities, encourage teacher research and publication, and build international networks to enhance professional growth. Moreover, promoting ethical leadership and integrity is essential to ensure that educators serve as role models for students in the era of rapid moral and cultural change.

Therefore, the study of Human Resource Management in education remains highly relevant today. Understanding its basic concepts, functions, and challenges allows educational leaders and policymakers to design better Human resource strategies aligned with the vision of quality, inclusive, and globally competitive education. Through a literature review approach, this paper aims to analyze the fundamental principles of human resource management, explore the emerging challenges faced by educational institutions in the modern era, and propose strategic directions for developing effective and sustainable Human Resource Management systems in education.

Research Methods

This research uses a library research method with an analytical descriptive approach. According to Zed (2023), a literature study is an activity related to collecting library data, reading, recording, and processing research materials sourced from the literature. This method is used to obtain theoretical foundations, concepts, and previous research findings relevant to the topic being studied. The descriptive-analytical approach was chosen because it allows researchers to systematically describe and analyze the basic concepts of Human Resource Management in education based on data obtained from various library sources. According to Sugiyono (2017), a descriptive approach aims to describe a phenomenon or condition as it exists, while analysis is conducted to interpret and draw conclusions based on theoretical findings. The data collection process was carried out by exploring various library sources, such as scientific books, journal articles, research reports, and other academic publications that discuss human resource management and the challenges of modern education. These sources were selected based on their relevance, credibility, and novelty. According to Snyder (2019), relevant and up-to-date literature is essential to provide a strong conceptual foundation for qualitative, library-based research.

The stages of this literature study include:

1. Topic and Problem Identification

The researcher determines the focus of the study, namely the basic concepts and challenges of Human Resource Management in the context of modern education.

2. Literature Collection

The researcher seeks references from relevant scientific journals, books, and academic articles using keywords such as "human resource management concepts, education, challenges in the modern era."

3. Content Classification and Analysis

Each literature is analyzed to identify the main ideas, theories used, and previous research findings.

4. Synthesis and Conclusion Drawing

The results of the analysis are then compiled narratively and critically to illustrate the relationships between concepts and identify the direction of Human Resource Management development in modern education.

Using this literature study method, the study seeks to present a conceptual and theoretical analysis of how the challenges of human resource management in educational institutions can be understood in the context of changing times. It is hoped that the results of this study can serve as an academic reference for the development of educational management policies and practices in the future.

Findings & Discussions

Basic Concepts of Human Resource Management

Human Resource Management is a discipline that has evolved from traditional personnel management into a strategic approach that emphasizes human capital as the core driver of organizational effectiveness. According to Flippo (1984), human resource management involves planning, organizing, directing, and controlling the procurement, development, compensation, integration, maintenance, and termination of employees to achieve organizational goals. In educational institutions, this means aligning teacher recruitment, development, and evaluation with curriculum objectives and student learning outcomes. Hasibuan (2019) similarly defines human resource management as both a science and art of managing the workforce efficiently and effectively to achieve the goals of the organization, employees, and society. In schools, human resource management regulates how teachers, staff, and students collaboratively contribute toward achieving educational excellence. Dessler (2020) extends this by emphasizing that Human Resource Management involves policies and practices related to recruitment, training, performance appraisal, compensation, and the creation of a fair, safe, and motivating work environment. Mercer et al. (2017) stress that in the educational context, human resource management is not merely administrative but also transformative it must address teachers' professionalism, adaptability, and empowerment as central aspects of school performance.

Alami et al. (2015) confirm that effective human resource management improves the performance of educational staff by fostering professionalism, motivation, and responsibility. In the digital age, Sokur et al. (2023) argue that human resource management is experiencing a paradigm shift toward digital technologies that automate administrative processes while enhancing decision-making through data analytics. Zhang & Chen (2024) also emphasize that human resource digital transformation allows organizations, including schools, to integrate artificial intelligence (AI), learning analytics, and electronic human resource management platforms for more efficient performance management. Hartati (2025) reinforces that human resource management in Islamic

educational institutions must also integrate spiritual and moral values, ensuring that human capital development aligns with ethical and religious foundations. This balance between technological and moral dimensions highlights the holistic nature of human resource management in education. Therefore, human resource management in the modern educational era is a multidimensional system that combines traditional managerial functions with innovation, ethics, and technology integration. It not only focuses on managing people but also on empowering and developing them as strategic partners in achieving educational quality, sustainability, and transformation.

Functions of Human Resource Management

The functions of human resource management are designed to ensure that the right people occupy the right positions, at the right time, with the right skills and motivation. Flippo (1984) divides HR functions into planning, organizing, directing, and controlling the workforce, which serve as the foundation of effective human resource policies. Workforce planning ensures that schools anticipate teacher shortages or surpluses and align recruitment with curricular and strategic needs. Recruitment and selection ensure that only qualified and competent educators join the institution, thereby strengthening instructional quality (Ilham, 2024). Training and development functions are essential to increase both technical and soft skills of staff. According to Collins et al. (2021), ongoing training and professional development enhance the ability of teachers to adapt to dynamic educational challenges and to innovate in the classroom. Alami et al. (2015) found that HRM practices such as coaching, mentoring, and career development directly improve the performance of educational staff. In the digital age, Riinawati & Noor (2024) emphasize that HRM must adopt technology-based training such as e-learning modules, online certifications, and virtual workshops to strengthen educators' competencies in digital pedagogy.

Compensation, motivation, and employee relations are additional Human resource functions that ensure teachers' satisfaction and engagement. Suherman et al. (2024) argue that fair compensation and intrinsic motivation improve teacher commitment, while Sedarmayanti (2017) highlights that HRM should treat workers humanely, not just as production tools. Motivation theories like Maslow's hierarchy Robbins & Judge (2017) remain relevant in education, emphasizing that teachers' welfare and psychological needs must be fulfilled to sustain performance. Pandit & Paul (2023) explain that in higher education, Human Resource Management functions extend toward strategic alignment between institutional goals and human capital strategies, ensuring long-term sustainability. David et al. (2019) add that the role of school administration in integrating ICT into Human resource practices enhances efficiency, data accuracy, and transparency. Susanti et al. (2025) further demonstrate that technology-based Human Resource Management in Jambi City schools improves teacher competence through digital assessment, online performance evaluation, and virtual mentoring. These findings reveal that the Human Resource Management function today combines traditional management elements with digital innovation to enhance educational outcomes.

Purposes of Human Resource Management

The overarching purpose of Human Resource Management is to align human capital with organizational objectives, enhance productivity, and ensure employee well-being. Flippo (1984) emphasizes that Human Resource Management aims to balance organizational and individual interests by fostering competence, harmonious relationships, and self-development. Dessler (2020) adds that Human Resource Management seeks to

enhance productivity, achieve job satisfaction, and promote fairness and ethical conduct in the workplace. These goals are especially critical in schools, where employee motivation and fairness directly influence teaching quality and student achievement. Sedarmayanti (2017) stresses that Human Resource Management must ensure effective and humane workforce utilization, focusing on efficiency, welfare, and communication. Similarly, Alami et al. (2024) describe that modern Human Resource Management aims to maintain employee engagement and adaptability through digital empowerment, emphasizing data-driven decision-making, remote work management, and continuous learning culture.

According to Rahmi et al. (2020), the purpose of Human Resource Management in Islamic education is to enhance institutional quality by fostering teachers' professional identity, spiritual integrity, and accountability. This aligns with Hartati (2025), who stresses that Human Resource Management in Islamic education integrates moral education, ensuring that educators serve as both intellectual and ethical role models. Ramona et al. (2025) confirms that Human Resource Management fundamental purpose is to strengthen performance through skills development and competency-based assessments. Mercer et al. (2017) collectively highlight that the purpose of Human Resource Management in education should also include human capital sustainability ensuring that every human resource policy nurtures long-term growth, institutional resilience, and the cultivation of professional learning communities. Therefore, the purpose of Human Resource Management extends beyond short-term productivity to include moral integrity, professional sustainability, and adaptive capacity within the rapidly changing educational environment.

Challenges of Human Resource Management in the Modern Era of Education

Modern Human Resource Management in education faces multifaceted challenges related to technology, globalization, professionalism, and sustainability. Sedarmayanti (2017) identifies the major challenge as the adaptation of human resources to technological change while maintaining core competencies. Sokur et al. (2023) emphasize that digital transformation demands educators to continuously upskill in areas such as AI literacy, data analysis, and digital ethics. The challenge is not only technical but also psychological teachers must maintain adaptability, creativity, and openness to lifelong learning. Riinawati & Noor (2024) note that the shift to digital education requires Human Resource Management to integrate e-learning platforms and online performance management tools. Susanti et al. (2025) observed that many schools in Jambi still face resistance to digital adaptation due to limited digital infrastructure and varying teacher readiness. Akmalia & Mushokhiyah (2025) highlight that the introduction of Indonesia's *Kurikulum Merdeka* demands Human Resource Management to redesign professional development programs so that teachers can align their pedagogy with new curriculum requirements. Similarly, Pratikno et al. (2022) identify implementation gaps in *Kurikulum Merdeka*, showing that Human Resource Management plays a crucial role in bridging design and classroom practice through ongoing monitoring and support.

Teacher professionalism remains another persistent challenge. Hasibuan (2019) stresses the importance of competency and attitude development, while Arrifa'i et al. (2025) underline that professionalism requires continuous support, academic supervision, and ethical reinforcement. Baso et al. (2018) add that in *madrasah* and *pesantren*, Human Resource Management must integrate educational quality with religious character formation, emphasizing holistic development. Globalization introduces a new layer of complexity. Pandit & Paul (2023) observe that global educational competitiveness requires

educators to possess intercultural skills and international literacy. Oluwatoyin & Mardikaningsih (2024) explain that sustainability in human resource development during Industry 4.0 requires continuous innovation, resilience, and green human capital. Mercer et al. (2017) also highlight that educational institutions must balance global competence with local values, ensuring relevance without losing cultural identity.

Strategies for Addressing Human Resource Challenges in the Modern Educational Era

To overcome these challenges, strategic and adaptive Human Resource Management approaches are required. Riinawati & Noor (2024) propose that schools develop digital literacy training and teacher professional learning communities to accelerate technological adaptation. Sokur et al. (2023) suggest implementing Electronic Human Resource Management systems that utilize data analytics to monitor teacher performance, predict professional development needs, and automate administrative tasks. According to Alami et al. (2024), Human Resource Management strategies should emphasize agility focusing on continuous learning, flexible work arrangements, and empowerment. In Islamic education contexts, Rahmi et al. (2020) recommend integrating moral and ethical education within human resource development programs to maintain human integrity amidst digital transformation. Arrifa'i et al. (2025) also stress the importance of strategic Human Resource Management in *pesantren*, where teacher professionalism is enhanced through systematic mentoring and competency-based training.

Teacher welfare remains central to Human Resource Management strategies. Robbins & Judge (2017) note that fulfilling psychological and social needs enhances intrinsic motivation, while Suherman et al. (2024) confirm that a transparent and merit-based reward system increases teacher satisfaction. Schools must adopt performance-based rewards and reduce bureaucratic burdens through digital reporting systems (Susanti et al., 2025). Workload balancing, mental health programs, and career advancement opportunities should be institutionalized to sustain teacher well-being. Furthermore, globalization requires schools to implement cross-border collaboration. Pandit & Paul (2023) suggest establishing partnerships with international educational institutions for benchmarking and professional exchange. Pratikno et al. (2022) recommend enhancing teachers' foreign language skills and intercultural competence to prepare students for global citizenship.

Lastly, Human Resource Management strategies must integrate the principles of Industry 4.0 and Society 5.0. Oluwatoyin & Mardikaningsih (2024) emphasize that sustainable Human Resource Management should use digital tools and big data analytics to support evidence-based decision-making. Wibowo et al. (2025) demonstrate that community-based Human Resource Management programs empower both educators and local communities through digital entrepreneurship and innovation, extending Human Resource Management impact beyond the school system. Overall, the future of Human Resource Management in education depends on the synergy between technology, ethics, and sustainability. By integrating digital transformation with moral values and professional excellence, educational institutions can cultivate human resources that are competent, adaptive, and globally competitive yet rooted in cultural and ethical integrity.

Conclusion

In conclusion, Human Resource Management in education plays a crucial and transformative role in shaping the overall quality and sustainability of schools. It is no longer limited to administrative procedures but has evolved into a strategic function that

ensures the right people are selected, developed, motivated, and retained to achieve institutional goals. Through systematic planning, training, supervision, and performance evaluation, Human Resource Management helps create an environment where teachers can grow professionally and contribute meaningfully to student success. The integration of digital technology has made Human Resource Management practices more efficient, enabling better data management, transparent evaluation, and continuous professional development. However, beyond the use of technology, Human Resource Management in education must also emphasize the human dimension fostering communication, emotional well-being, and collaboration among educators. Challenges such as limited resources, uneven digital literacy, and the need for strong leadership demand that Human Resource Management remains adaptive and innovative. Therefore, effective Human Resource Management in the modern educational landscape is one that harmonizes technological advancement with human values, ensuring that teachers are not only skilled and productive but also motivated, ethical, and committed to lifelong learning for the advancement of education as a whole.

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