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Analysis Of Teacher Resource Management In Improving Learning Performance

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Abstract

This study aims to analyze teacher resource management in improving learning performance at the elementary school level. The research focuses on teacher recruitment and placement, continuous professional development, performance appraisal, and motivation systems. This study employs a qualitative descriptive method through literature review and document analysis related to teacher management in elementary education. The findings indicate that effective teacher resource management significantly improves learning quality in terms of planning, implementation, and evaluation. Teachers who receive adequate competency development, objective performance feedback, and a motivating work environment are more capable of creating active, creative, and developmentally appropriate learning experiences for elementary school students. These results highlight that strategic management of teacher resources is essential to enhance learning effectiveness and overall educational quality in elementary schools

Keywords: teacher resource management, learning performance, elementary school, professional development, teacher motivation

INTRODUCTION

The development of basic education in Indonesia currently requires teachers to possess increasingly complex competencies, particularly in implementing the Merdeka Curriculum, which emphasizes differentiated learning, character strengthening, and the creative use of instructional media. As the primary resource in elementary schools, teachers hold a strategic role in determining learning success. However, various studies indicate that the quality of

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elementary school teachers' performance has not yet reached an optimal standard. For example, preliminary observations at one public elementary school showed that 42% of teachers were unable to fully design complete lesson plans (RPP), 37% of teachers had not utilized digital media in learning, and 30% of teachers still predominantly used the lecture method. Questionnaire data from 25 teachers also showed that 48% felt they had not received training relevant to their teaching needs. These field findings indicate problems in teacher resource management, particularly in the aspects of professional development and academic supervision (Anwar, 2021; Qomar, 2013).

Research over the past ten years also confirms the existence of challenges in managing teachers at the elementary school level. Studies by Sari (2015), Rahmawati (2017), and Huda (2019) highlight that teachers' learning performance is influenced by weak principal supervision and a lack of continuous training. More recent research by Komalasari and Yakubu (2023) and Aditya (2022) confirms that the use of learning technology remains suboptimal due to teachers' low digital literacy. Meanwhile, findings by Wijayanti (2021) show that teacher work motivation remains a dominant factor determining learning quality. Although several studies have examined aspects of teacher competency, supervision, and work motivation, research on comprehensive teacher resource management—covering recruitment, competency development, and performance assessment through to motivation—especially in the elementary school context, remains limited and tends to be fragmented. This gap reinforces the urgency of research focusing on an integrated analysis of teacher resource management in elementary schools.

Based on observation data and initial interviews with the school principal, it is known that the school's teacher development program remains incidental and has not been systematically structured. For example, training related to the Merdeka Curriculum has not been evenly distributed, with only about 55% of teachers participating. In addition, learning supervision is only conducted twice per semester, so the feedback provided is insufficient to continuously improve teacher capacity. Teachers also stated that recognition of performance has not been running optimally, leaving their teaching motivation fluctuating. The gap between the ideal of teacher resource management and the reality of its implementation in the field indicates the need for a planned, measurable teacher management strategy oriented toward improving learning performance (Tafsir, 1992; Komalasari & Yakubu, 2023).

This study seeks to close this gap by analyzing how teacher resource management can improve learning performance in elementary schools through an approach covering four main components: teacher recruitment and placement, continuous competency development,

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performance assessment, and work motivation. The contribution of this study lies in presenting an integrated analysis of teacher management based on empirical school data and findings from recent literature. This study is expected to provide theoretical benefits for the development of educational management science, as well as practical benefits for school principals in designing effective teacher management strategies.

In line with the research objective of analyzing the role of teacher resource management in improving learning performance in elementary schools, this study also offers a novel element in the form of integrating four main aspects of teacher management into a single, comprehensive analytical model, which has not been widely discussed in previous research. Thus, this study adds value by providing a thorough picture of teacher management practices and their impact on learning. Based on the theoretical review and preliminary research data, the hypothesis of this study is that **effective teacher resource management has a positive effect on improving learning performance in elementary schools**.

RESEARCH METHOD

a. Identification of Research Variables

This study involves two main variables: teacher resource management as the independent variable and learning performance as the dependent variable. The teacher resource management variable covers four subcomponents observed directly in elementary schools: teacher recruitment and placement, continuous professional development, performance assessment, and teacher work motivation. The learning performance variable is observed through the aspects of learning planning, learning implementation, and evaluation of learning outcomes carried out by teachers in their daily teaching activities. The identification of variables was developed based on the research focus and the need to empirically assess the relationships between variables.

b. Research Subjects and Location

The research subjects consisted of elementary school teachers, the school principal, and learning documents used at the school. The number of subjects was adjusted to the needs of the research, comprising 25 classroom teachers, one school principal, and documents including lesson plans (RPP), teaching materials, supervision results, and learning assessments. Subjects were selected purposively based on the consideration that these parties were directly involved in and understood the process of teacher resource management and the implementation of learning in elementary schools. The research location was set at one public elementary school

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that showed variation in teacher ability, preliminary problem data, and the availability of verifiable learning documents.

C. Research Instruments

The research instruments consisted of (1) an observation sheet on teacher resource management, used to directly capture teacher management activities from planning through implementation; (2) a questionnaire given to teachers to obtain data on teachers' perceptions of competency development, supervision, and work motivation; (3) interview guidelines used to gather information from the school principal and several teachers regarding teacher management practices; and (4) documentation containing lesson plans (RPP), supervision results, and recordings of learning activities. All instruments were developed by the researcher based on the research indicators so that they could systematically and relevantly capture the phenomena studied.

D. Research Method and Procedure

This study uses a quantitative descriptive approach combined with supporting qualitative data. The first stage carried out by the researcher was conducting preliminary observations of the conditions of teacher management and learning performance. Observations were made directly in classrooms and the teachers' room to obtain an authentic picture of ongoing practices. The next stage was distributing questionnaires to all classroom teachers who were the research subjects. Questionnaires were distributed in written form and collected again on the same day to ensure a high response rate. After that, the researcher conducted in-depth interviews with the school principal and several teachers selected based on the initial questionnaire results. Next, the researcher collected relevant learning documents as triangulation data. All steps were carried out sequentially to ensure data integration and facilitate the interpretation process.

E. Data Analysis Technique

Quantitative data from the questionnaires were analyzed using descriptive statistical techniques, including the calculation of mean values, percentages, and frequency distributions. This analysis was used to determine trends in teachers' perceptions of teacher resource management. To examine the relationship between the teacher resource management variable and learning performance, the researcher used product-moment correlation analysis. This technique was chosen because it is suitable for directly measuring the strength of the relationship between two numerical variables. Meanwhile, qualitative data from observations, interviews, and documentation were analyzed through the processes of data reduction, data organization, and conclusion drawing. The combination of quantitative and qualitative analysis

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results was carried out through triangulation techniques so that the research findings became more credible and accountable.

RESULTS AND DISCUSSION

RESULTS

A. Teacher Recruitment and Placement

Field observation results show that most teachers at the elementary school studied were placed according to their field of expertise, at approximately 80%. This appropriate placement includes classroom teachers with a background in Primary School Teacher Education (PGSD) for lower grades and specialized subject teachers such as Mathematics, Science, and Indonesian Language for upper grades. Teacher placement that matches their field of competency has proven to make it easier for teachers to plan and implement learning, as well as increase their confidence in managing the classroom.

Nevertheless, around 20% of teachers were placed in classes or subjects that did not fully match their area of specialization. This condition is most evident in Science and Mathematics subjects, where teachers without a background in the exact sciences must teach complex topics. Questionnaire data support this finding, showing that 60% of teachers felt their placement was already optimal, while 40% felt it did not match their abilities. This mismatch in placement has the potential to affect teaching effectiveness, particularly in mastery of material and learning strategies, thereby creating a need for additional supervision from the school principal.

B. Teacher Competency Development

Teacher competency development, or PKB (Continuing Professional Development), is an important focus of this study. Interview results with the school principal show that PKB activities are carried out routinely 2–3 times per semester, through various forms of training, internal workshops, and MGMP (Subject Teacher Working Group) activities. This PKB aims to improve pedagogical ability, the use of learning media, and teachers' digital skills.

Of the 25 teachers who were respondents, 56% reported participating in the entire PKB program held, while 44% only participated in part of it. Teachers who did not participate in the entire program cited time constraints and administrative task priorities as the main obstacles. These results show that although competency development is available, teacher participation still varies, which affects their level of readiness to implement creative and innovative learning.

C. Teacher Performance Assessment

Teacher performance assessment is carried out through a combination of classroom supervision, review of teaching materials, and evaluation of student learning outcomes.

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Documentation data show that classroom supervision is carried out at least twice each semester. The results of the teacher performance evaluation show an average score of 78 out of 100. Of this score, the discipline aspect obtained the highest score, indicating that most teachers have a high commitment to attendance and school regulations.

In contrast, the lowest score was found in the use of digital learning media, indicating limitations in technological literacy among elementary school teachers. This result is consistent with the interviews, in which several teachers stated that they had difficulty integrating technology into their daily learning process. This finding indicates the need to strengthen digital and innovative aspects through more targeted training programs.

D. Teacher Motivation

Teacher motivation is an important variable observed in this study. Based on questionnaires and interviews, 64% of teachers felt sufficiently motivated by the reward system, appreciation, and support from the school principal. These teachers reported that receiving recognition—whether in the form of certificates, verbal acknowledgment, or incentives—boosted their enthusiasm for teaching.

However, 36% of teachers considered that internal motivation and support from school leadership still needed to be improved. These teachers felt they did not consistently receive constructive feedback, so their motivation to develop teaching methods remained fluctuating. This finding confirms that teacher motivation is determined not only by material rewards but also by attention, recognition, and continuous supervision from the school principal.

E. Learning Performance

Classroom observation results and analysis of learning documents show that 72% of teachers successfully implemented active and creative learning, including the use of group discussion methods, mini-projects, and visual learning media. These teachers were able to adapt learning methods to the characteristics of elementary school students, thereby creating an interactive and enjoyable classroom atmosphere.

In contrast, 28% of teachers still tended to use the traditional lecture method, particularly in subjects considered difficult, such as Mathematics and Science. This has an impact on lower student engagement in some classes. Student learning outcomes analyzed from daily test scores show an average mastery learning rate of 81%, with the highest achievement in the Indonesian Language subject and the lowest in Mathematics. This finding shows a positive relationship between teacher resource management—covering placement, competency development, performance assessment, and motivation—and the resulting learning performance.

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DISCUSSION

Teacher Recruitment and Placement

The research results show that teacher placement in accordance with their field of competency has a positive effect on learning performance in elementary schools. Teachers placed according to their educational background and expertise are better able to design and implement learning effectively. Appropriate placement also makes it easier for teachers to select teaching strategies suited to student characteristics, thereby creating an active and enjoyable learning process. This finding is consistent with Komalasari and Yakubu (2023), who state that placing teachers according to their competency is an important factor in the effectiveness of learning in elementary schools.

Although some teachers were placed outside their specialization, the negative effect on learning performance can be minimized through training and mentoring. For example, teachers who teach Science and Mathematics without a specialized background can still improve teaching effectiveness if supported by technical guidance programs and material mastery workshops. This underscores the importance of systematic recruitment and placement planning as well as continuous supervision, so that teachers are able to adapt to curriculum demands and student needs.

Teacher Competency Development

Teacher participation in the Continuing Professional Development (PKB) program has proven to improve their ability to design creative learning, use media, and implement active methods. Teachers who regularly participate in workshops, MGMP, and internal training show improved skills in creating enjoyable and interactive learning activities. These results support previous research by Huda (2019) and Aditya (2022), which emphasizes that continuous professional development is an effective strategy for improving the pedagogical and professional competence of elementary school teachers.

In addition, teacher competency development also plays a role in improving digital literacy, collaboration skills, and adaptation to the new curriculum. Teachers who are active in PKB tend to be more confident in facing learning challenges and more innovative in using technology-based learning media. This finding shows that the PKB program not only improves technical skills but also strengthens teachers' professionalism as a whole.

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Teacher Performance Assessment

Teacher performance assessment carried out routinely and objectively provides important information for improving learning quality. The highest score in the discipline aspect shows that teachers have a high commitment to attendance, compliance with school rules, and professional responsibility. However, the lowest score in the use of digital media indicates a need to improve technological literacy among elementary school teachers.

This finding is in line with Rahmawati (2017), who states that teacher performance evaluation must be followed by relevant training so that its impact on learning practices is maximized. Effective performance assessment functions not only as a measurement tool but also as a professional development mechanism. Teachers who receive constructive feedback from performance evaluations have a greater opportunity to improve their teaching methods, adapt materials to student needs, and improve learning outcomes.

Teacher Motivation

Teacher motivation has proven to be an important factor in the implementation of quality learning. Teachers who feel motivated tend to be more creative, disciplined, and innovative in designing learning activities. The research results show that support from the school principal and an appropriate reward system can increase teacher work motivation, in line with the findings of Wijayanti (2021). Teachers who feel valued have a higher level of engagement and commitment, making the learning process more dynamic and responsive to student needs.

In addition, teacher motivation is also influenced by internal factors, such as personal satisfaction and professional goals. Teachers with high intrinsic motivation tend to be more proactive in learning new teaching strategies, developing creative materials, and utilizing learning technology. This shows that teacher resource management must not only pay attention to administrative aspects but also strengthen teachers' internal motivation and social support.

Learning Performance

The integration of teacher resource management through appropriate recruitment, continuous competency development, objective performance assessment, and adequate motivation has proven to improve the quality of learning in elementary schools. Teachers are able to create learning that is active, creative, and appropriate to students' cognitive and social development. The implementation of this strategy not only impacts the improvement of

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teachers' skills but also results in higher student learning outcomes, better student engagement, and a more conducive classroom atmosphere.

Overall, the findings of this study confirm that teacher resource management is a determining factor in the success of learning in elementary schools. Optimal learning performance is not only the result of individual teachers' abilities but is also the result of a comprehensive management system covering teacher placement, competency development, performance assessment, and work motivation. Thus, an effective management strategy can improve teacher professionalism as well as the quality of education on an ongoing basis.

CONCLUSION

The research results show a fairly surprising finding, namely that although most teachers are placed according to their competencies, around 20% of teachers are still placed outside their specialization, particularly in Science and Mathematics. This inappropriate placement significantly affects learning effectiveness, but its impact can be minimized through training and mentoring. In addition, although the Continuing Professional Development (PKB) program is available, teacher participation is uneven, so differences in teachers' abilities and creativity in carrying out learning remain evident. These findings were only revealed after the research was conducted through a combination of observation, questionnaires, interviews, and document analysis, which uncovered the fact that teacher resource management has a real but still suboptimal influence in elementary schools.

Academically, this study makes an important contribution by presenting a comprehensive perspective on teacher resource management in elementary schools. This study not only confirms previous findings that emphasize the importance of competency development and teacher motivation (Huda, 2019; Wijayanti, 2021), but also adds a new perspective related to the integration of four aspects of teacher management—recruitment, competency development, performance assessment, and motivation—as a unified whole that influences learning performance. With this integrated analytical approach, the research contributes a conceptual and methodological framework that can serve as a reference for further studies in the field of basic education management.

This study has several limitations that need to be considered. First, the research sample was limited to one elementary school, so the results may not fully represent conditions in elementary schools in other regions. Second, the variation in cases and teacher characteristics was limited, including age, teaching experience, and educational background. Third, this study used a descriptive method and observations that were limited in their qualitative-quantitative

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nature, so a deeper understanding requires further studies with larger samples, variations in school levels, and the use of mixed or experimental methods. This further research is expected to produce more comprehensive data, so that teacher management policies and strategies for improving learning performance can be formulated more precisely and effectively.

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