

The Influence of Human Resource Development, Work Environment and Innovation Culture on the Effectiveness of the State Senior High School Teacher Profession in the Riau Islands Province

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Abstract

The influence of human resource development, work environment, and innovation culture on the effectiveness of state high school teachers in the Riau Islands. This quantitative study used a survey with a population of all state high school teachers in the Riau Islands. The sample consisted of 30 trial respondents and 149 research respondents, selected using stratified random sampling techniques. The research instrument was a Likert scale questionnaire, and the data were analyzed using path analysis techniques. The results showed that the greatest influence was from human resource development (X1) on the profession effectiveness of teacher (X4), with a path coefficient of 0.811 and a contribution of 65.77%. The lowest influence was from the work environment (X2) on the profession effectiveness of teacher (X4) through a culture of innovation (X3), with a path coefficient of 0.356 and a contribution of 12.67%. In conclusion, there is a positive influence of human resource development, work environment, and innovation culture on teacher effectiveness. The implication is that the better the development of human resources, the work environment, and the more innovative the culture, the higher the teacher's effectiveness

Keywords: Human Resource Development, Work Environment, Innovation Culture,



Profession Effectiveness of Teachers.

INTRODUCTION

The influence of globalization in various fields is unavoidable. Including globalization in the field of education with the proliferation of education both public and private schools that offer various advantages. These excellent schools are supported by adequate facilities and infrastructure, quality teaching and learning processes, a high competitive climate, as well as the support of human resources both teachers and education personnel who are Profession and qualified. This shows that the level of need and attention of the community to the quality of education is very high.(Nabella et al., 2022)

Teachers are one of the elements of national education standards that have an important role in realizing educational success. The government even issued Law Number 14 of 2005 concerning Teachers and Lecturers which states that teachers are Profession staff who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service.

Teacher Professionism is a condition, direction and value, goal and quality of expertise and authority in the field of education and teaching related to a person's work as a livelihood, while a Profession teacher is a teacher who has the required competencies to carry out educational and teaching tasks.(Nurhayati, 2024)

Teacher certification is a parameter for teachers to be categorized as Profession. However, in reality, there are still 50% of the three million ten thousand teachers who have not received a teacher certificate. Teachers who already have certification in implementing their competencies do not all have the expected quality. Sri Mulyani said that after being certified, teachers do not become more Profession and responsible. Certification has changed to just a procedure for getting allowances. Whereas the certification process is to prove Professionism.

The condition of Profession teachers who are not yet fully effective as above has implications for the position of Indonesia's Human Development Index (HDI) in 2021, although it has increased by 0.49% from the previous year, but based on the ranking it is ranked 107 out of 189 countries in the world. This result is in line with the World Education Rankings, Indonesia's position is ranked 54 out of 78 countries in the world.

The results of the abilities in the fields of science, mathematics, and literacy skills of 15-year-old students released by The Programme for International Student Assessment (PISA) for



Indonesia in 2018 are relatively low. Indonesia generally ranks 74 out of 79 participating countries. These results generally provide a picture of low student assessment results, one of which is due to the ineffectiveness of the teaching profession.

Likewise, the results of a survey conducted by PERC (Political and Economic Risk Consultant), the quality of education in Indonesia is in last place, namely 12th out of 12 countries in Asia. This shows that the quality of education in Indonesia is still low and demands the responsibility of all parties involved in education to improve. The main element that is expected to make these changes is to increase the effectiveness and quality of the teaching profession. (Nurhayati, Latif, & Anwar, 2024) At the micro level, the Human Development Index (HDI) in the Riau Islands province based on the release of the Central Statistics Agency is ranked fourth nationally with a high HDI category. HDI is a comparative measurement of life expectancy, literacy, education and standard of living.

At the micro level, the results of the Riau Islands Province Teacher Competency Test in 2021 are ranked ninth nationally with an average score of 58.17 combined pedagogical and Profession competency standard scores. The Riau Islands Province UKG score has exceeded the national target of 56.69, meaning that in general, elementary, junior high, high school, and vocational high school teachers who took part in the UKG in the Riau Islands province have met teacher competencies based on pedagogical and Profession competencies. Empirical data in 2019 showed that there were 3,020 high school teachers in the Riau Islands province. Teachers who are qualified $\geq$ D-IV/S1 are 97.5% or 2944 people, while teachers who are qualified $\leq$ D-IV/S1 are 76 people. Teachers who have been certified are 38.1% or 1150 teachers, while 1870 teachers do not yet have a teacher certificate. Based on these data, the Riau Islands Province Education Office is obliged to prioritize improving the certification program for efforts to achieve the effectiveness of the teaching profession.

Malayu S.P. Hasibuan (Hasibuan, 2017) defines human resource development as an effort to improve the technical, theoretical, conceptual and moral abilities of employees according to the needs of the job or position through education and training. Education improves the theoretical, conceptual and moral skills of employees while training aims to improve the technical skills of carrying out employees' work.

Armstrong (Armstrong, 2015) defines the following, the work environment consists of the system of work, the design of jobs, working conditions, and the ways in which people are treated at work by their managers and co-workers. The work environment consists of work systems, job



design, working conditions, and the ways in which people are treated at work by their managers and co-workers. This definition means that the work environment is an atmosphere or place where one person interacts with another and works to achieve goals. A work environment where the relationship between people in it is good will have an effect on increasing employee productivity and work quality. However, a less conducive work environment between employees or employees and leaders causes a decrease in performance effectiveness. A successful environment is needed in an institution, an environment that is hampered between leaders and their subordinates will have a negative effect on the level of performance, thus disrupting the work cycle between existing units (Arifin, 2013).

Innovation culture is one of the factors that influence the effectiveness of the teaching profession. Innovation is the realization of ideas in the form of viable and successful products, processes, systems, and institutions. Innovation thus represents the realization of the potential latent in creative ideas. Innovation does not necessarily mean the creation of something new to the world, but only something new to the individual or organization that seeks to bring it to life (Nathan, 2015). Van de Van believes that innovation is a new idea that can be implemented in the hope of obtaining or improving a product, process or service (Van de Ven, 1986).

The State Senior High Schools (SMAN) in the Riau Islands Province as the research location are as follows: 1), State Senior High School (SMAN) 1 Batam was established in 1987, with the name State Senior High School (SMAN) West Batam, located at Jl. R. Soeprapto No.1, Sungai Harapan, Sekupang District, Batam City, Riau Islands 29424. The number of teachers is 75 people. 2), State Senior High School (SMAN) 1 Tanjungpinang was established on August 16, 1956, one year before Riau Province was formed based on the emergency law dated August 9, 1957, located at Jl. DR. Sutomo, Bukit Cermin, Tanjungpinang Bar District., Tanjungpinang City, Riau Islands. The number of teachers is 55 people. 3), State Senior High School (SMAN) 4 Karimun which was established on July 29, 2002, located at Jl.Sei.Bati, Tebing District, Karimun Regency. The number of teachers is 21 people.

Based on the research gap and grand tour data, the research problems proposed in this study are: The Influence of Human Resource Development, Work Environment and Innovation Culture on the Effectiveness of the Teaching Profession.

OVERVIEW THE CONCEPT OF TEACHER PROFESSIONAL EFFECTIVENESS

Teacher professional effectiveness consists of two words, “effectiveness” and “teacher



profession,” each having its own meaning but closely related. Organizations require the total commitment of employees who are expected to work effectively so that the entrusted tasks can achieve the predetermined targets. The word effective is related to the amount of results achieved, so effective or effectiveness can be interpreted as an action or degree of achievement of the expected results. The greater the results achieved, the more effective it is. Effectiveness is a dimension of management goals that focuses on results, objectives, and expected targets.

The word effective comes from the English word effective, meaning successful, something that is done successfully and well. The concept of effectiveness is broad, encompassing various factors both inside and outside the organization. (Priansa & Garnida, 2015) Effectiveness is the relationship between output and goals. The greater the contribution of output toward achieving goals, the more effective the organization, program, or activity is. Effectiveness is the ability to choose the right goals or targets and achieve them. Effectiveness relates to the output or what has been achieved or the actual results obtained, compared to the goals or what has been set in plans or expected outcomes. An organization is said to be effective if the output produced can meet the desired goals.

The meaning of effectiveness is "doing the right things." Effectiveness concerns the success in achieving organizational goals, so effectiveness is described as a measure of whether someone is doing the right work. Effectiveness is defined as the extent to which an organization realizes its goals. Organizational effectiveness is about doing everything you know to do and doing it well. (Silalahi, 2015)

Based on the explanation above, effectiveness is a measure indicating how far a program or activity achieves the expected results and benefits, and it can improve the quality of public services. Effectiveness is a function of management that requires input, process, and output accompanied by productivity. Achieving goals is effective because it has a significant effect or influence on the common interest.

The teaching profession etymologically comes from the English word profession, which originates from the Latin word profesus, meaning “capable or expert in a type of work.” The teaching profession can be interpreted as a job or position that requires expertise, which is obtained through certain education and training, according to specific requirements, and has certain responsibilities and a code of ethics. The teaching profession differs from other jobs because it requires special abilities and expertise in carrying out the teaching profession. The teaching profession is also defined as a particular job or position that requires special knowledge and skills obtained from intensive academic education. Thus, the teaching profession is a job or



position that demands specific expertise. It means that a job or position called a teaching profession cannot be held by just anyone but requires preparation through special education and training. (Munawir & Erindha, 2023)

According to Law No.14 of 2005 Article 1 paragraph 4, a professional is defined as a job or activity that requires expertise, skill, or proficiency, meets certain quality standards or norms, and requires professional education. A professional job requires special requirements, among which are demanding skills based on deep scientific concepts and theories, emphasizing certain expertise according to the field of the profession, requiring adequate educational skills, and sensitivity to the social impact of the work performed. (RI, 2019)

A professional teacher is reflected in the dedication to their duties, shown through their responsibility in carrying out all their services. A professional teacher has personal, social, intellectual, moral, and spiritual responsibilities. Personal independent responsibility is the ability to understand oneself, manage oneself, respect, and develop oneself. Social responsibility is realized through their competence as an inseparable part of the social environment and having effective interactive abilities. Intellectual responsibility is realized through mastery of various knowledge and skills needed to support their duties. Spiritual and moral responsibility is realized through the teacher's appearance as a religious being whose behavior always complies with religious and moral norms. (Aminullah, 2021)

Linda Darling-Hammond, a professor at Stanford University, stresses the importance of continuous and research-based professional development to improve teacher effectiveness. According to her, relevant and ongoing training can help teachers adopt more effective teaching practices that are responsive to student needs. (Darling-Hammond, Hyler, & Gardner, 2017)

OVERVIEW OF THE CONCEPT OF HUMAN RESOURCE DEVELOPMENT

Human resources represent an integrated ability between intellectual capacity and physical power of each individual; their behavior and characteristics are determined by hereditary and environmental factors, while their work performance is motivated by the desire to fulfill their satisfaction. Human resources are assets in all aspects of management, especially those related to the existence and development of the organization.

Dave Ulrich is known for the HR Business Partner model which emphasizes the importance of HR's role in business strategy. According to Ulrich, human resource development must focus on enhancing organizational capabilities through training, leadership development, and performance management. (Ulrich, Kruscynski, Brockbank, & Ulrich, 2017)



Peter Cappelli emphasizes the importance of human resource development through an evidence-based approach. He argues that HR decisions must be based on data and analysis to improve effectiveness and efficiency. (Cappelli, 2009) John P. Kotter is famous for his organizational change theory, which emphasizes the importance of leadership in human resource development. According to Kotter, HR development must include leadership training and change management to face dynamic business challenges. (Kotter, 2014)

According to Hasibuan, human resource development is an effort to improve the technical, theoretical, conceptual, and moral abilities (integrated competencies) of employees according to job or position requirements through education and training. Education improves employees' theoretical, conceptual, and moral skills, while training aims to enhance technical job skills. In line with this understanding, Gouzali argues that human resource development is an activity that must be implemented by organizations to ensure that employees' knowledge, abilities, and skills correspond to the demands of their work (Sayekti, 2020)

Human resource development, according to Leonard Nadler and Zeace Nadler in Akhyadi, is a series of company activities carried out over a certain period and designed to produce changes in employee attitudes. From this definition, it can be understood that human resource development consists of interrelated activities aimed at improving human resource quality. (Kadarisman, 2013)

Mondy and Noe, as quoted by Hardijanto, define human resource development as a continuous plan implemented by management to improve employee and organizational performance through ongoing training, education, and development programs. This means that human resource development should be carried out in a planned and sustainable manner to achieve maximal and measurable results. (Hardiyanto, 2018)

Rowley and Jackson define human resource development as a process aimed at developing the knowledge, skills, and abilities of workers, as well as competencies developed through training and development (competency development), organizational learning, leadership management, and knowledge management to improve performance. (Rowley, 2012)

OVERVIEW OF THE CONCEPT OF WORK ENVIRONMENT

Every organization interacts with the environment in which the organization or institution operates. The environment undergoes changes, so the organizations that can survive are those able to adapt to environmental changes. Conversely, organizations will experience decline if they do not pay attention to the development and changes in their surrounding environment.



The work environment within an organization must be given serious attention because work has a direct impact on employees. A conducive work environment can improve employee performance, whereas an inadequate work environment can reduce employee performance. The condition of the work environment is said to be good if employees can carry out activities optimally, healthily, safely, and comfortably. The suitability of the work environment can be observed over a long period. A poor work environment demands more labor and time and does not support the creation of an efficient work system design.

According to Nitisemito, the work environment includes everything around the worker (work facilities) that can influence the individual in carrying out the assigned tasks. The work environment is created in such a way to support work because it can affect the work performed; every company must strive to have a positive impact on employees. (Nitisemito, 1982)

Sedarmayati defines the work environment as all tools, equipment, and materials faced by a person, the surroundings where someone works, their working methods, and the organization of work either individually or in groups. (Sedarmayanti & Rahadian, 2018) According to Kasmir, the work environment is the atmosphere or conditions around the workplace, including rooms, layout, facilities, infrastructure, and relationships with co-workers. (Kasmir, 2016)

Reksohadiprojo and Gitosudarmo, cited in Mahmudah Enny, state that the work environment is the condition or state of the workplace that needs to be managed so as not to disturb employees' work and to achieve increased productivity and reduced production costs each year. This occurs because the work environment is where employees routinely carry out their work activities. A supportive work environment increases work productivity, while a disturbed work environment causes employee performance to decline, resulting in suboptimal outcomes. (Mahmudah & Siswati, 2019)

OVERVIEW OF THE CONCEPT OF INNOVATION CULTURE

Innovation plays a very important role in organizational excellence. Innovation is achieved when we frequently ask: what and how at a high level, followed by a series of processes starting from gathering creative ideas, processing these ideas into innovative information, assessing feasibility for implementation, and implementing innovation projects. All these activities need to be managed effectively and efficiently through innovation management. (Nasution & Kartajaya, 2018)

Organizations successful in innovation have employees ready to create new value. Employees feel empowered and are given opportunities to try new things and carry out their best



ideas. Such organizations have a culture that supports new initiatives from their employees. On the other hand, employees should not face obstacles to innovate; they simply do what they believe is right for the customers.

The culture within a company determines whether it can foster or inhibit innovation. Collaboration between superiors and subordinates must be harmonious for innovation to continuously emerge. People perform at their best when they are inspired and motivated to break their own limits. But they cannot do this if they feel unappreciated. Employees need to feel free to have innovative thoughts and follow ideas they are interested in. If management fosters a creative and open environment, innovation will naturally arise.

Innovation is defined as a mandatory competitive component that includes new or improved products or processes, new marketing approaches, and new organizational behavior in business practices. Innovation is about translating ideas into viable and successful products, processes, systems, and institutions. Thus, innovation represents the realization of the potential embedded in creative ideas. Innovation does not always mean creating something new for the world, but rather something new for the individual or organization attempting to bring it to life. According to Rusdiana, innovation is an idea, action, or something perceived as new by someone, and the newness is relative. Thus, innovation is the manifestation or implementation of emerging ideas. (Rusdiana, 2014)

According to Stephen P. Robbins, innovation is a new idea applied to initiate or improve a product, process, or service, while Everett M. Rogers defines innovation as an idea, concept, practice, or object that is perceived and accepted as new by an individual or group for adoption. This means innovation is the implementation of ideas or concepts accepted to be applied within a group or organization. (Robbins, 2012)

DISCUSSION

The calculation stage in testing was carried out using the Microsoft Excel and SPSS 29 programs. The hypotheses to be tested include:

Direct Influence of Human Resource Development (X1) on the Effectiveness of the Teaching Profession (X4).

Based on empirical evidence, this study shows that Human Resource Development is an important variable and has a direct influence on the Effectiveness of the Teaching Profession. Human Resource Development (HRD) has a significant influence on the effectiveness of the



teaching profession. Improving skills through continuous training and development helps teachers to hone their pedagogical abilities, such as the application of technology in the learning process, innovation in teaching methods, and effective classroom management. Teachers who continuously develop themselves tend to be more motivated, satisfied with their jobs, and better able to create an inspiring and productive learning environment. As a result, students get a better learning experience, which overall improves the quality of education. Thus, planned and continuous HRD development is very important to ensure the effectiveness and success of the teaching profession. Based on the results of data analysis, the path coefficient X1 to X2 obtained a calculated t value (159.445) > t table, both for = 0.05 (1.976).

Table 1. Calculation of correlation coefficient with SPSS

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	40.252	.798		50.435
	X1	.825	.005	.997	159.455

a. Dependent Variable: X4

And in the significance test obtained a significance output of 0.001 < 0.05, thus H0 which states that there is no influence of Human Resource Development on the Effectiveness of the Teacher Profession is rejected, and H1 is accepted which states that there is an influence of Human Resource Development on the Effectiveness of the Teacher Profession, so that partially Human Resource Development has a direct influence on the Effectiveness of the Teacher Profession. Thus H1 is accepted. Based on the results of the calculation of the determinant coefficient, the magnitude of the influence of Human Resource Development (X1) on the Effectiveness of the Teacher Profession (X4) is 0.6577 (65.77%), while the remaining 34.23% is influenced by other variables not involved in this study.

Direct Influence of Work Environment (X2) on the Effectiveness of the Teaching Profession (X4).

The work environment has a direct influence on the effectiveness of the teaching



profession, where a conducive and pleasant classroom atmosphere can increase teacher motivation in teaching. In addition, support and collaboration from colleagues are also very important, because they help teachers overcome challenges faced in the teaching process.

Based on the results of manual data analysis, the path coefficient of X2 to X4 (p_{42}) = 0.432 with a real level of $\alpha = 0.05$ and $df = 147$ obtained a t-table value = 1.976. The calculation results obtained a t-count value = 109.335.

Table 2. Calculation of correlation coefficient with SPSS

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	60.285	.981		61.459 <,001
	X2	.722	.007	.994	109.355 <,001
a. Dependent Variable: X4					

From the results above, it was obtained that t-count (109.335) > t-table (1.976) thus H0 which states that there is no influence of the Work Environment on the Effectiveness of the Teacher Profession is rejected, and H1 is accepted which states that there is a direct influence of the Work Environment on the Effectiveness of the Teacher Profession. The magnitude of the influence of the Work Environment (X2) on the Effectiveness of the Teacher Profession (X4) contributed 18.66% while the remaining 81.34% was influenced by other factors.

Direct influence of Human Resource Development (X1) and Work Environment (X2) on the effectiveness of the teaching profession (X4)

Based on empirical evidence, this study shows that Human Resource Development and Work Environment are important variables and simultaneously influence the effectiveness of the teaching profession.

Types of HR development are grouped into formal development and informal development. a) Formal development Formal development, namely HR assigned by the institution to attend education or training either organized by the institution itself or by educational and



training institutions. Formal HR development is carried out because of demands in the present and the future. b) Informal development Informal development, namely individual HR development based on awareness, effort and their own desire to train and develop themselves by studying books or literature related to their work or position. This informal development shows that employees are trying hard to improve their work abilities. This is certainly beneficial for the institution because employee work performance is getting bigger, in addition to their efficiency and productivity are also getting better. (Kadarisman, 2013)

The third hypothesis states that Human Resource Development (X1) and Work Environment (X2) have a significant influence on the Effectiveness of the Teacher Profession (X4). Based on the results of data analysis, the multiple correlation coefficient $X1X2$ is 0.799 with a contribution of 63.84% with a real level of $\alpha = 0.05$ for $dk1 = 2$ and $dk2 = 147$, the F_{table} value is 3.058. The calculation results get the F_{count} value = 128.657. Based on these criteria, the F_{count} value ($128.657 > F_{table} (3.058)$), so H_0 is rejected and H_1 is accepted. This means that the research hypothesis stating that there is a direct influence of Human Resource Development (X1) and Work Environment (X2) on the Effectiveness of the Teacher Profession (X4) can be accepted because its truth has been tested.

Table 3. Calculation of correlation coefficient with SPSS

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	43.818	1.383		31.684 <,001
	X1	.671	.050	.811	13.524 <,001
	X2	.136	.044	.187	3.114 .002

a. Dependent Variable: X4

The simultaneous influence between the variables of Human Resource Development and Work Environment together on the variable of Teacher Professional Effectiveness as seen from the R Square value (R^2_{412}), contributed 0.6384 (63.84%). The influence of other variables outside the model on the variable of Teacher Professional Effectiveness (X4) is $1 - R^2 = 1 - 0.6384 = 0.3616$ (36.16%).



Direct influence of Human Resource Development (X1) on Innovation Culture (X3)

Based on empirical evidence, this study shows that Human Resource Development is an important variable and has a direct influence on Innovation Culture.

Functions of Human Resource Development: a). Developing enabling capabilities in individuals and systems. b). Integrating people development with organizational development. c). Maximizing individual learning opportunities in the organization through various mechanisms, autonomy and responsibility. d). Decentralization, delegation and shared responsibility. e). Balancing change and adaptation. f). Building feedback and reinforcement mechanisms. (Rao, 1996)

One innovation that can be adopted is the application of technology in Islamic religious learning. The use of digital platforms, mobile applications, or online learning can provide easier and more interactive access for students. Learning materials presented in multimedia, such as learning videos, animations, and simulations, can enrich the learning experience and make learning more interesting. (Fauzi, 2019)

The results of the analysis found that Human Resource Development (X1) has a significant influence on Innovation Culture (X3). Based on the results of the data analysis, the path coefficient of X1 to X3 (β_{31}) = 0.857 and a contribution of 64.12% with a real level of $\alpha = 0.05$ and $df = 149$ obtained a t-table value of 1.976 while the t-count value = 161.922. Because t-count (161.922) > t-table (1.976) thus H_0 which states that there is no influence of Human Resource Development on Innovation Culture is rejected, and H_1 is accepted which states that there is an influence of Human Resource Development on Innovation Culture.

Table 4. Calculation of correlation coefficient with SPSS

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-39.693	1.173		-33.832	<,001
	X1	1.232	.008	.857	161.922	<,001

a. Dependent Variable: X3

In the table above the result $\beta_{31} = 0.857$. Both calculation results, both manually and using



the SPSS program, show the same path coefficient value, namely $R_{31} = 0,857$.

Direct Influence of Work Environment (X2) on Innovation Culture (X3).

Based on empirical evidence, this study shows that Work Environment is an important variable and has a direct influence on Innovation Culture.

Creative learning environment refers to an atmosphere in which students are encouraged to think innovatively and develop their creative abilities. In a changing world, creative skills are becoming increasingly important, and an environment that supports the development of students' creativity is key to preparing them for future challenges.

Based on the results of manual data analysis, the path coefficient of X2 to X3 (p_{32}) = 0.375 with a contribution of 14.06% was obtained, for the real level of $\alpha = 0.05$ and $df = 147$, the t-table value was obtained = 1.976. The calculation results obtained a t-count value = 106.023.

Table 5. Calculation of correlation coefficient with SPSS

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	-9.712	1.510		-6.434 <,001
	X2	1.078	.010	.375	106.023 <,001

a. Dependent Variable: X3

The magnitude of the path coefficient X2 to X3 In table 4.64 the result is $p_{32} = 0.375$. Meanwhile, to state the magnitude of the contribution (contribution) of the Work Environment variable (X2) to Innovation Culture (X3) is by calculating the total influence, namely $\rho_{X3X2} \times \rho_{X3X2} = 0.375 \times 0.375 = 0.1406$ (14.06%) while the influence of other variables outside the model on the teacher work commitment variable (X4) is $1 - \rho = 1 - 0.1406 = 0.8594$ (85.94%) influenced by other factors.

Direct Influence of Human Resource Development (X1), Work Environment (X2) and Innovation Culture (X3) on the Effectiveness of the Teacher Profession (X4).

Based on empirical evidence, this study shows that Human Resource Development, Work



Environment, and Innovation Culture are important variables and simultaneously have a direct influence on the Effectiveness of the Teacher Profession.

Reasons why the profession of teacher educator is very important in the digital era: 1). Adaptation to New Technology: Educators who are teachers need to continuously learn and adapt to new technologies used in the learning process. Technologies such as e-learning platforms, online collaboration tools, and learning applications require special understanding and skills. Educators who are teachers are able to master these technologies and integrate them into their teaching, so that they can increase the effectiveness and efficiency of learning. 2). Improving the Quality of Learning: The profession of teacher educator includes the ability to apply innovative and effective teaching methods. In the digital era, methods such as flipped classroom, project-based learning, and adaptive learning are becoming increasingly relevant. Educators who are teachers are able to choose and apply appropriate methods to increase student engagement and learning outcomes. 3). Digital Skills Development: Educators who are teachers must have adequate digital skills to use various technology tools and platforms. These skills include the use of learning software, digital classroom management, and the ability to search for and utilize online resources. Good digital skills allow educators to access the latest materials, communicate with students effectively, and create a dynamic learning environment. 4). Utilizing Data for Evaluation and Development: In the digital age, educators have access to richer data on student performance and progress. Educators who are teachers are able to use this data to evaluate the effectiveness of their teaching methods, identify individual student needs, and make necessary adjustments. Wise use of data helps educators continually improve the quality of teaching and student learning outcomes. 5). Continuous Professional Development for Teachers: The teaching profession involves a commitment to continuous professional development for teachers. In the digital age, educators need to stay abreast of the latest developments in educational technology, pedagogy, and curriculum. Through training, workshops, and online courses, educators can update their knowledge and skills, ensuring that they remain relevant and effective in teaching. 6). Professional Ethics and Responsibilities of Teachers: The teaching profession also includes aspects of ethics and responsibility in using technology. Educators must understand and apply ethical principles in the use of technology, including the privacy and security of student data, and the legitimate use of digital resources. Professional ethics for teachers helps create a safe and trusted learning environment for students. 7). Readiness to Face Global Challenges: In the digital age, education is no longer confined to the physical classroom. Educators must be prepared to face global



challenges, such as distance learning and international collaboration. The teaching profession includes the ability to teach students from diverse backgrounds, adapt to different cultural contexts, and leverage technology to overcome geographic barriers. (Lestari & Kurnia, 2023)

The eighth hypothesis that will be tested in this research is Human Resource Development (X1), Work Environment (X2) and Innovation Culture (X3) have a significant influence on the Effectiveness of the Aliyah Teacher Profession, a multiple correlation value of 0.739 was obtained with a contribution of 54.6%. The calculation results obtained a value of F count = 58.128. At $\alpha = 0.05$ where $df_1 = 3$ and $df_2 = 145$, F table = 2.667 was obtained. Because F count (58.128) > F table (2.667) then the null hypothesis H_0 is rejected and H_1 is accepted, meaning that there is a direct simultaneous influence of Human Resource Development, Work Environment and Innovation Culture on the Effectiveness of the Private Teacher Profession. The amount of contribution is 77.14% to the Effectiveness of the Private Teacher Profession, while the remaining 22.86% is influenced by other factors.

Tabel 6. SPSS ANOVA Test Results on the Effect of X1 , X2, X3 and X4

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.618	3	17.206	58.128	<,001 ^b
	Residual	42.932	145	.296		
	Total	94.550	148			
a. Dependent Variable: X4						
b. Predictors: (Constant), X1, X2, X3						

Based on the model summary table, it can be seen that there is a simultaneous influence between School Leadership Style (X1), Work Environment (X2), and Innovation Culture (X3) on the Effectiveness of the Teacher Profession (X4) as seen from the R Square value (R^2_{4123}), contributing 0.546 (54.6%). The influence of other variables outside the model on the variable of Effectiveness of the Teacher Profession (X_4) = $1 - R \text{ Square} = 1 - 0.546 = 0.454$ (45.4%).

CONCLUSION

In this study, we have investigated the influence of human resource development (HRD), work environment, and innovation culture on teacher professional effectiveness. Through a



quantitative approach with a survey method, data were collected from a number of teachers in various schools and analyzed to identify the extent to which the three variables contribute to improving teacher professional performance and effectiveness.

HRD development has been shown to be a key factor in improving teacher professional effectiveness. Appropriate and ongoing training programs enable teachers to update their knowledge and skills needed in teaching. Data show that teachers who are involved in professional development programs are significantly more able to apply innovative and responsive teaching methods to student needs. In addition, support from the school in the form of access to educational resources and opportunities to collaborate with colleagues also has a positive effect. Teachers who feel supported in their career development tend to have high motivation, which contributes to increasing their effectiveness in teaching.

A positive and conducive work environment greatly influences teacher productivity and well-being. This study shows that adequate facilities, harmonious relationships between colleagues, and support from school management can create a supportive work climate. Teachers who work in a positive environment feel more satisfied and motivated, which in turn affects their teaching performance. Students also benefit from a positive work environment. When teachers feel comfortable and supported, they are more likely to create dynamic and engaging learning experiences, which can improve student learning outcomes. Therefore, it is important for schools to create and maintain a positive work environment for teachers.

A culture of innovation within educational institutions is an important element that supports the effectiveness of the teaching profession. This study shows that schools that integrate a culture of innovation—that is, encouraging experimentation, creativity, and the application of new ideas—provide space for teachers to innovate in their teaching methods. Teachers in an innovative culture tend to be more open to change and more willing to try new approaches in the classroom. This not only increases student engagement but also enriches the learning process. With support for creative thinking and innovation, teachers can achieve better results in student learning.

Human resource development, work environment, and culture of innovation do not stand alone. There is an interdependent relationship between these three variables. For example, a good work environment can encourage more effective human resource development, while good human resource development can strengthen the culture of innovation in schools. This relationship shows that to achieve optimal effectiveness, there needs to be a holistic approach



that includes all of these aspects. A development strategy that only focuses on one variable, without considering the others, is likely to not provide maximum results.

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