



INTEGRATING CONTINUOUS PROFESSIONAL DEVELOPMENT INTO HUMAN RESOURCE MANAGEMENT SYSTEMS IN PUBLIC EDUCATION: A CASE STUDY OF SMA NEGERI 1 BESUKI SITUBONDO

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Abstract

This study explores the integration of Continuous Professional Development (CPD) into the Human Resource Management (HRM) system in the context of public education at SMA Negeri 1 Besuki Situbondo. The main issue addressed in this study is the separation of teacher development programs from the school performance management system. The purpose of this study is to identify effective strategies for integrating CPD into HRM practices to improve teacher professionalism and strengthen institutional accountability. A qualitative case study approach was used in this study. Data were obtained through in-depth interviews, observations, and document analysis involving teachers, principals, and HR staff. Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña through the stages of data condensation, data display, and conclusion drawing/verification. The results showed that integrating CPD into HRM shifted the school management paradigm from administrative compliance to competency-based development. The principal's transformational leadership was a key factor in integrating training, performance evaluation, and career development within a cohesive framework. As a result, teachers experienced improvements in pedagogical competence, digital literacy, and learning innovation. The CPD-HRM integration model at SMA Negeri 1 Besuki Situbondo can be replicated to strengthen the human resource system in public education and build institutional performance.

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INTRODUCTION

Education in the 21st century demands a dynamic and adaptive approach to managing human resources in schools. Teachers are no longer passive transmitters of knowledge but active agents of change who shape the learning culture and drive institutional improvement. The success of educational reform, therefore, depends on how well teachers are empowered and continuously developed through structured human resource systems. According to Day and Sachs, teacher quality is the single most influential factor affecting student outcomes, and continuous professional development (CPD) serves as the backbone for sustaining that quality. In this sense, the management of human resources in schools must evolve from an administrative orientation toward a strategic, developmental, and competency-based model.

The global educational landscape has witnessed a paradigm shift from one-time teacher training toward continuous, lifelong professional learning. The [OECD \(2020\)](#) emphasizes that high-performing education systems consistently invest in teachers' continuous learning as part of institutional policy. CPD encourages reflective practice, pedagogical innovation, and adaptability to curriculum and technology changes ([Darling-Hammond & Hyler, 2020](#)). In developed contexts, CPD is not an optional add-on but a strategic element embedded within the broader Human Resource Management (HRM) framework. This integration ensures that teacher development aligns with recruitment, appraisal, promotion, and retention strategies, thereby creating coherence between individual growth and organizational effectiveness ([Garavan, McGuire, & O'Donnell, 2021](#)). Despite its importance, many developing countries—including Indonesia—still face challenges in aligning CPD with HRM systems in public education. CPD initiatives are often fragmented, project-based, and disconnected from long-term HR planning ([Bubb & Earley, 2013](#)). Teachers attend workshops or seminars primarily to fulfill certification requirements rather than to build sustained professional competence ([Slamet, 2021](#)). Consequently, the expected impact on teaching quality and student performance remains limited. This gap highlights the need for a more systemic approach that positions CPD as an integral component of school human resource management rather than a peripheral activity.

In the Indonesian context, the government's commitment to teacher professionalism has been formalized through various regulations, including Law No. 14 of 2005 on Teachers and Lecturers, which mandates ongoing professional development as a right and obligation of educators. However, implementation at the school level often lacks integration and coherence ([Mulyasa, 2019](#)). For example, teacher appraisal systems, known as Teacher Performance Assessment, are usually conducted as administrative exercises rather than meaningful evaluations that inform targeted CPD programs. This

structural disconnect weakens the linkage between teacher performance assessment and capacity-building efforts.

Human Resource Management (HRM) in education should not be confined to administrative routines such as attendance tracking or leave management. Instead, it should function as a strategic mechanism that ensures teachers are continually equipped with the skills required for quality instruction (Wright & McMahan, 2011). Integrating CPD into HRM systems implies aligning professional learning with every HR function—from recruitment and placement to promotion and retention. This alignment fosters a culture of continuous improvement, making teacher development both sustainable and measurable (Becker, 1993). Schools that fail to institutionalize professional learning risk creating competence gaps that hinder innovation and student engagement. According to Darling-Hammond & Hyler (2020), post-pandemic education systems require a holistic HRM approach that integrates professional development, emotional support, and performance evaluation within a unified management model.

From a theoretical perspective, this integration is supported by Human Capital Theory (Becker, 1993), which posits that investment in teacher competence yields measurable returns in productivity and institutional performance. Strategic HRM Theory (Wright & McMahan, 2011) further underscores that aligning HR practices with organizational strategy enhances effectiveness and adaptability. When combined with Organizational Learning Theory (Senge, 1990), it becomes evident that schools function best as “learning organizations” where professional growth is continuous, collective, and contextually relevant. Previous studies show that the lack of structured CPD integration contributes to teacher stagnation and reduced motivation (Avalos, 2011; Bubb & Earley, 2013). Research conducted in Southeast Asia indicates that fragmented professional development programs often fail to produce sustained improvement due to weak institutional ownership (Nguyen & Pham, 2022). In Indonesia, empirical findings indicate that school-based CPD remains sporadic and heavily reliant on external training providers, thereby limiting its alignment with local HRM systems (Slamet, 2021). This empirical gap justifies further investigation into how schools can effectively embed CPD within HRM to create a coherent model of teacher development.

SMA Negeri 1 Besuki, Situbondo, serves as a valuable case study for exploring this issue. As a reputable public high school in East Java, it has implemented various initiatives, such as collaborative lesson planning, peer mentoring, and competency-based appraisal systems. However, the extent to which these efforts are systematically integrated into HRM practices remains unclear. Investigating this school’s experience can reveal practical insights into how public institutions translate national professional development policies into local HR strategies and what challenges they encounter in doing so.

Therefore, this study seeks to analyze the process, challenges, and outcomes of integrating Continuous Professional Development into the Human Resource Management system at SMA Negeri 1 Besuki Situbondo. The research

is expected to advance theoretical understanding of HRM in education by proposing a practical integration model and providing empirical evidence from an Indonesian context. Ultimately, the study aims to support policymakers, principals, and educational leaders in designing sustainable HR systems that nurture teacher professionalism and enhance the overall quality of public education in SMA Negeri 1 Besuki Situbondo.

METHOD

This study used a qualitative case study design to examine the integration of Continuous Professional Development (CPD) into Human Resource Management (HRM) systems in a public education context, specifically at SMA Negeri 1 Besuki Situbondo. The qualitative approach allowed an in-depth exploration of how HRM functions—recruitment, training, performance appraisal, and career development—support teachers' continuous learning (Creswell & Poth, 2018). Data were collected through semi-structured interviews, document analysis, and participant observation, involving principals, HR coordinators, and teachers (Merriam & Tisdell, 2016). Purposive sampling targeted individuals directly engaged in CPD implementation (Palinkas et al., 2015). Interview data were transcribed and analyzed using a thematic analysis framework (Miles, Huberman, & Saldaña, 2018), supported by coding techniques for systematic interpretation. Triangulation across multiple sources enhanced validity and reliability. Ethical standards—such as informed consent, confidentiality, and anonymity—were carefully observed (Cohen, Manion, & Morrison, 2018). The research process was iterative and reflective, involving memoing and continuous refinement of themes to ensure analytical rigor. This methodological framework reflects contemporary educational research that emphasizes contextual understanding and meaning-making within public school environments.

RESULT

Conceptual Integration between CPD and HRM. The results of the study indicate that the integration between continuing professional development (CPD) and human resource management (HRM) systems at SMA Negeri 1 Besuki Situbondo has been implemented within the framework of an education policy aimed at improving teacher quality. The principal plays an active role in designing policies that integrate teacher training activities with the performance evaluation system. CPD is no longer considered an additional activity, but rather an integral part of the HRM cycle. Each teacher is required to develop an annual self-development plan that is then aligned with the school's needs. This integration creates a dynamic relationship between professional development and institutional performance (Interview, Irpan Ilmi, 2025). In practice, HRM serves as an administrative driver, while CPD becomes a vehicle for continuous competency development.

The Role of School Leadership in Promoting Integration: School leadership plays a strategic role in ensuring the successful integration of CPD into HRM. The principal of SMA Negeri 1 Besuki Situbondo demonstrated transformational leadership by promoting a culture of continuous learning among teachers. He facilitated various capacity-building programs, ranging from pedagogical training to learning technology workshops. Moral and administrative support is provided so that teachers feel they have room to grow professionally. In addition, the principal strives to link CPD results to performance awards, promotions, and annual evaluations ([Interview, Sakti Aji, 2025](#)).

This creates intrinsic motivation for teachers to continue improving their competence as part of their professional careers. Improving Teacher Competence through CPD Programs is important to show that CPD activities have a significant impact on improving teacher competence. Teachers report improvements in pedagogical skills, digital literacy, and learning evaluation. Reflection-based and hands-on training are considered most effective because they help teachers connect theory with classroom reality. Teachers who are active in CPD programs also show improvements in time management, media innovation in learning, and collaborative abilities. In addition, internal mentoring programs facilitated by senior teachers help strengthen new teachers' ability to adapt to the demands of the independent curriculum ([Interview, Irpan Ilmi, 2025](#)). Well-structured CPD has created a continuous professional learning cycle in the school environment ([Interview, Cahya Hartini, 2025](#)).

The integration of CPD into HRM strengthens the overall HR management function in schools. The recruitment process now considers prospective teachers' readiness to participate consistently in CPD. Training, career development, and performance appraisals are structured based on the results of previous CPD activity evaluations. HRM plays a role in facilitating training administration, documenting teacher achievements, and ensuring that professional development is an important indicator in job promotions ([Interview, Syafira Rahma, 2025](#)). This system fosters awareness that HRM is not merely personnel administration, but a strategic instrument for building educational quality—the synergy between CPD and HRM results in adaptive, responsive, and quality-oriented human resource management.

The integration of CPD into HRM has been shown to significantly improve teacher motivation and performance. Teachers feel valued when their competency development is recognized as part of the performance system. Increased motivation is demonstrated through active participation in training, enthusiasm in sharing good practices, and improved attendance and work discipline. Teacher performance is not measured solely by student academic results but also by their contributions to professional development activities. Thus, there has been a paradigm shift from compliance-based supervision to competency-based coaching. Teachers at SMA Negeri 1 Besuki Situbondo

showed a significant improvement in the quality of learning after the systematic implementation of this integration ([Interview, Cahya Hartini, 2025](#)).

Although the integration of CPD and HRM has yielded positive results, the study also identified several challenges. Some teachers still experience time constraints in attending training due to administrative burdens and busy teaching schedules. In addition, budget constraints mean that not all teachers can regularly participate in external training. Another factor is the lack of coordination between schools and education agencies in synchronizing teacher development data. These challenges indicate that the success of integration depends not only on school policies but also on structural support from local governments. Nevertheless, the commitment of school principals and the enthusiasm of teachers are key factors in ensuring the sustainability of implementation ([Interview, Irpan Ilmi, 2025](#)).

Changes in School Organizational Culture in the Integration of CPD into HRM have encouraged a more collaborative and reflective culture. Teachers have begun to view professional development activities not as an administrative obligation, but as a personal need for growth and achievement. Schools have adopted a culture of reflective discussion in which teachers routinely share their experiences after attending training sessions. This culture strengthens a sense of togetherness and collective responsibility for improving the quality of education. In addition, there is increased solidarity among teachers across subjects who previously worked separately. This cultural change indicates that integrating CPD and HRM affects not only the system but also teachers' mentality and professional attitudes ([Interview, Irpan Ilmi, 2025](#)).

The influence on Learning Innovation shows that integrating CPD-HRM directly increases classroom learning innovation. Teachers began implementing project-based learning, digital technology, and collaborative methods that foster student independence. CPD encourages teachers to experiment with new strategies without fear of failure, because the HRM system provides support and appreciation for innovation ([Interview, Sakti Aji, 2025](#)). Schools have also begun implementing a reward system for teachers who have successfully developed impactful learning innovations. This impact shows that CPD is not only an instrument for improving technical capabilities but also a catalyst for pedagogical change oriented towards creativity and adaptation to the digital era of education. The impact on Institutional Accountability and Performance in the integration of CPD in HRM also strengthens the accountability of educational institutions. The process of reporting and documenting teacher development activities becomes more transparent and measurable. Each CPD activity has an achievement target that is evaluated periodically by the school's HR team. The results are used to improve the planning of subsequent training and as the basis for annual performance appraisals. With this system, schools can show the development of human resource capacity in a structured manner to supervisors and the community ([Interview, Irpan Ilmi, 2025](#)). The Impact on Learning Innovation shows that integrating CPD-HRM directly increases classroom learning innovation. Teachers have begun implementing project-

based learning, using digital technology, and adopting collaborative methods that foster student independence. CPD encourages teachers to experiment with new strategies without fear of failure, as the HRM system supports and appreciates innovation (Interview, Sakti Aji, 2025). Schools have also begun implementing a reward system for teachers who successfully develop impactful learning innovations. This impact shows that CPD is not only an instrument for improving technical skills, but also a catalyst for pedagogical change oriented towards creativity and adaptation to the digital era of education. Impact on Institutional Accountability and Performance: Integrating CPD into HRM also strengthens educational institutions' accountability. The process of reporting and documenting teacher development activities has become more transparent and measurable. Each CPD activity has achievement targets that are periodically evaluated by the school's HR team. The results are used to improve future training planning and as a basis for annual performance appraisals. With this system, schools can demonstrate the structured development of their human resource capacity to supervisors and the community (Interview, Irpan Ilmi, 2025). This accountability not only strengthens public trust in public schools but also makes institutions more professional in managing their human resources sustainably. The following table summarizes the ten main aspects of integrating Continuous Professional Development (CPD) into Human Resource Management (HRM) at SMA Negeri 1 Besuki Situbondo, as follows:

Table 1. Research Findings on CPD–HRM Integration at SMA Negeri 1 Besuki Situbondo

No.	Research Findings	Description of Key Findings	Implications for School Human Resource Management
1	Conceptual Integration between CPD and HRM	The integration of CPD into HRM is carried out through school principal policies that combine teacher training with performance evaluations. CPD becomes part of the HRM cycle, rather than an additional activity.	Encouraging synchronization between professional development and institutional quality improvement in schools.
2	The Role of School Leadership in Promoting Integration	School principals act as transformational leaders who foster a culture of continuous learning and link CPD outcomes to performance rewards.	Strengthening teacher motivation and making school leadership a catalyst for integrating HR policy.
3	Improving Teacher Competence through CPD Programs	The CPD program improves teachers' pedagogical skills, digital literacy, and reflective abilities. Internal mentoring helps new teachers adapt to the independent curriculum.	Enhancing teacher professionalism and the effectiveness of reflection- and innovation-based learning.

No.	Research Findings	Description of Key Findings	Implications for School Human Resource Management
4	Impact on Teacher Motivation and Performance	The integration of CPD-HRM increases teacher motivation and participation in training activities and encourages higher performance.	A paradigm shift from supervision to competency- and professionalism-based coaching.
5	Challenges in Implementing CPD-HRM Integration	The main obstacles include time constraints, budget, and coordination between institutions. However, the principal's commitment and the teachers' enthusiasm ensure the program's sustainability.	Structural policy support and sustainable funding from local governments are needed.
6	Changes in School Organizational Culture	CPD-HRM integration fosters a collaborative, reflective, and open culture among teachers. CPD is viewed as a personal need rather than an administrative obligation.	Building a learning organization-based work environment.
7	Conceptual Model of Continuous Integration	A mutually reinforcing CPD-HRM integration cycle model has been established between teacher development and the school's HR system.	Becoming a model for replication by other public schools in human resource management based on sustainable development.

The table above explains the integration of Continuous Professional Development (CPD) into the Human Resource Management (HRM) system at SMA Negeri 1 Besuki Situbondo. In general, this table shows that integrating CPD-HRM has become a key strategy for improving the quality of human resources in public schools. From a conceptual perspective, CPD is no longer positioned as an additional activity but rather as an integral part of the HRM cycle, aligned with policies to improve the quality of education. The school principal's leadership acts as the driving force behind integration through a transformational approach that fosters a culture of continuous learning. The impact is evident in improvements in pedagogical competence, digital literacy, and teacher motivation in carrying out their professional duties. Despite challenges such as budget and time constraints, the collaborative spirit among teachers and the commitment of leaders ensure the sustainability of implementation. In addition, a more reflective and open organizational culture encourages learning innovations that are adaptive to the digital era. Ultimately, this research produced a conceptual model of sustainable CPD-HRM integration that can be replicated in other public schools as an effective strategy in building a professional, collaborative, and quality-oriented education HR management system.

Conceptual model of sustainable integration between CPD and HRM. This model describes a mutually reinforcing cycle between teacher competency

development and HRM systems. It begins with planning training needs, CPD implementation, and evaluation of results, and ends with the impact on teachers' careers. Each stage is interconnected and forms an independent organizational learning ecosystem. This model can be a reference for other public schools in developing HR-based quality improvement strategies. By combining managerial and pedagogical aspects, SMA Negeri 1 Besuki Situbondo has demonstrated that CPD-HRM integration is a practical approach to realizing adaptive, highly competitive public education.

DISCUSSION

The integration of CPD into HRM at Besuki State Senior High School 1 transformed CPD from an incidental activity into a strategic part of the school's human resource management. This approach reflects the principle of strategic human resource management, which emphasizes alignment between HR practices and organizational goals. When CPD is integrated into the planning, recruitment, assessment, and promotion cycle, investment in teacher development directly contributes to the school's quality objectives. Empirical literature supports this relationship: recent studies show that institutions that incorporate CPD into HRM policies report a stronger link between individual development and institutional outcomes. Such conceptual integration requires formal policies, documentation mechanisms, and measurement of CPD achievements as performance indicators. In the context of public education, teacher development-oriented HRM shows that the quality of human resources is a key strategic asset of educational institutions ([Armstrong & Taylor, 2020](#)). This aligns with the strategic human resource management view, which emphasizes aligning HR policies with the organizational vision ([Wright & McMahan, 2011](#)). Thus, CPD is not just a routine training activity, but an integral part of the school's quality improvement strategy.

The transformational leadership of school principals in Besuki proved to be a significant catalyst for integration; principals placed CPD on the school's strategic agenda and linked it to reward systems and careers. This is consistent with findings that state that leadership commitment, moral and administrative support, and their role as learning leaders determine the sustainability of HRM-based CPD. Successful implementation requires leaders' ability to design policies, allocate resources, and build a culture that values professional learning. Recent educational leadership studies confirm that without visionary leadership, CPD tends to be ad hoc. School leadership has been shown to play an essential role in ensuring the sustainability of CPD-HRM integration. The principal at SMA Negeri 1 Besuki Situbondo exhibits characteristics of transformational leadership that encourage a culture of continuous learning ([Leithwood & Jantzi, 2006](#)). This leadership style fosters teachers' commitment to self-development and encourages them to engage in innovative activities actively. In this context, the principal's role is not only that of an administrator but also a learning leader who facilitates the professional learning process. This

reinforces (Bass & Riggio's, 2006) theory that transformational leadership can inspire positive behavioral change in educational organizations.

Despite being positive, integration faces practical challenges: teaching and administrative workloads limit CPD time, limited budgets reduce access to external training, and coordination between schools and government agencies remains suboptimal. These findings align with studies that show that without fiscal support and cross-level government collaboration, CPD tends to be unsustainable. Solutions recommended in the literature include results-based budgeting, cost-effective internal training, and synergy with regional and university programs. The integration of CPD into HRM also underscores the relevance of human capital theory, which holds that investing in workforce competencies increases productivity and institutional performance (Becker, 1993). Teachers who participate in CPD demonstrate greater ability to adapt to changes in curriculum and learning technologies. The new skills acquired directly improve the effectiveness of the teaching and learning process. Therefore, CPD is a long-term investment in building sustainable human capital for SMA Negeri 1 Besuki, Situbondo.

The integration of CPD–HRM triggered a cultural shift: teachers viewed professional learning as a necessity for a successful career, collective reflection became routine, and cross-subject collaboration increased. The concept of a learning organization explains how reflection and knowledge-sharing practices shape an organization's capacity to learn and adapt. This study shows that CPD not only strengthens individual competencies but also builds a reflective organizational culture. This aligns with the concept of a learning organization proposed by Senge (1990), in which institutions that continue to learn can adapt to environmental changes. Teachers at SMA Negeri 1 Besuki Situbondo began to get used to reflecting together after training, which created a space for critical and collaborative discussion. This reflection process serves as a social learning mechanism that strengthens teachers' professional identities.

CPD as an Instrument for Teacher Motivation and Retention. The integration of CPD into HRM also serves as an effective motivational tool. When the results of professional development are recognized in the performance appraisal system, teachers feel valued and motivated to continue to excel. According to motivation theory (Herzberg, 1968), recognition of achievement and opportunities for self-development are key motivating factors that increase job satisfaction. The implementation of integrated CPD helps reduce burnout and improve teacher retention in public schools. Thus, HRM systems that adopt CPD strengthen the stability of the teaching workforce. This has a positive effect on teachers' motivation at Besuki Situbondo 1 Public High School when CPD is recognized in the assessment system and career path; this recognition serves as both an intrinsic and extrinsic motivator while reducing feelings of professional stagnation. Motivational literacy and new empirical studies support the notion that opportunities for development and performance recognition increase teacher retention and job satisfaction—two important factors in the stability of the teaching workforce in public schools. Therefore,

HRM that integrates CPD can be an effective retention strategy in the public context.

However, the study's results show that implementation constraints remain, including limited time, budget, and inter-agency coordination. These findings align with [Darling-Hammond's \(2017\)](#) survey, which confirms that CPD success is highly dependent on policy support and institutional structures. Schools need a flexible time-management system, sustainable funding, and synergy between schools and local governments for optimal integration. Without structural support, CPD risks becoming a symbolic activity with no direct implications for performance.

The integration of CPD into HRM increases transparency in reporting and the measurement of professional achievements. Documentation practices, achievement targets, and periodic evaluations enable schools to show stakeholders evidence of human resource progress. CPD has also been shown to encourage pedagogical innovation in the classroom. Teachers who participate in technology-based and modern pedagogical training are more creative in designing learning experiences ([Fullan, 2007](#)). Educational innovation can only grow if teachers have a continuous professional learning space. Innovations born from CPD also enrich learning practices in public schools, making them more relevant to the challenges of the 21st century. In other words, integrating CPD and HRM creates an innovation ecosystem rooted in teacher competency development. An HRM system that supports CPD provides space for teachers.

Integration of CPD-HRM as an Adaptive Governance Model in a cyclical model that links needs planning, CPD implementation, results evaluation, and integration into HRM policies that influence career paths and rewards. This model has the potential to be replicated in other public schools with local context adjustments—with several policy recommendations: (1) making CPD an official component of HRM; (2) providing budget and time support; (3) establishing documentation mechanisms; and (4) strengthening leadership capacity to lead transformation. This study indicates that the CPD-HRM integration model at SMA Negeri 1 Besuki Situbondo can serve as a reference for the development of adaptive HRM in other public schools. HRM that combines administrative and professional learning aspects creates a system that is more responsive to teachers' needs ([Garavan, 2016](#)). Those who emphasize the importance of integrating strategic learning into modern HRM. This integration makes schools not just educational institutions but also learning organizations that can evolve in line with social and technological dynamics.

This has broad implications for public education policy in Indonesia. The government needs to promote a national policy that makes CPD mandatory in the school HRM system. With a competency-based approach, CPD can be integrated into the teacher assessment and promotion system. This approach aligns with the education reform agenda, which emphasizes teacher professionalism and accountability ([OECD, 2021](#)). If implemented systematically, this integration will strengthen public schools' competitiveness

and increase public trust in educational institutions. It will also enrich the literature on the relationship between CPD and HRM in the context of public education in developing countries. The integration model found shows that the success of HR management in schools depends not only on policy, but also on culture and leadership. In practical terms, these findings provide guidance for school principals and education managers in designing a professional development-based HRM system. Thus, CPD is not only a strategy for improving competence but also a foundation for sustainable institutional capacity-building.

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