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The Role of the School Principal in Human Resource Management to Support Children's Learning Services at TK Perkasa

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ABSTRACT

The quality of early childhood education services is strongly influenced by the school principal's ability to manage human resources effectively. Teachers, as the main resource in the learning process, require ongoing management, coaching, motivation, and supervision. This study aims to analyze the role of the school principal in human resource management to support children's learning services at TK Perkasa, Kedawung District, Sragen Regency. The study uses a qualitative descriptive approach. Data were collected through semi-structured interviews, observation, and documentation with the principal and teachers as informants. Data analysis was carried out through data reduction, data display, and conclusion drawing. The results show that the principal plays a role in human resource planning and organizing, assigning tasks according to competence, providing motivation and coaching, developing teacher competence, conducting supervision, and evaluating performance. This management supports improvements in teacher readiness, teamwork, responsibility, and the implementation of child-centered learning. However, further strengthening is still needed in learning reflection, authentic assessment, and variation in learning media. Human resource management through planned principal leadership, coaching, supervision, and evaluation can support improved children's learning services. Continuous professional development needs to be strengthened to keep improving the quality of services on an ongoing basis.

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1. INTRODUCTION

Early childhood education (PAUD) is an important foundation in shaping children's cognitive, social-emotional, language, moral, and character development as preparation for the next level of education. The quality of early childhood education services is strongly influenced by the quality of the learning process carried out by

teachers. Therefore, teachers, as the main human resource, hold a strategic position in determining the quality of children's learning services. PAUD teachers are required to have pedagogical and professional competence as well as the ability to create a learning environment that is safe, enjoyable, creative, and centered on children's developmental needs [1].

In the context of educational management, the school principal has a central role in managing teacher human resources through the functions of planning, organizing, coaching, supervision, evaluation, and ongoing professional development. The principal is seen not only as an administrator but also as an instructional leader responsible for improving the quality of the learning process. The success of teacher human resource management is influenced by the principal's ability to build a collaborative work culture, improve teacher competence, and create positive work motivation [2], [3].

Changes in education policy, particularly the implementation of the Merdeka Curriculum, require principals to apply adaptive leadership oriented toward teachers' professional development. In early childhood education units, these demands become more complex because learning services require an approach suited to children's developmental stages, creativity in designing play-based learning activities, and teachers' ability to build positive interactions with students and parents.

[4] explains that instructional leadership focuses on improving the quality of learning through academic supervision, professional coaching of teachers, development of a learning vision, and the creation of a conducive learning climate. In addition, motivational leadership is important because emotional support, appreciation, open communication, and opportunities for self-development can strengthen teacher motivation and commitment. [5] shows the importance of professional and emotional support for teacher work wellbeing and professional engagement [6], [7].

Previous research has discussed instructional leadership and motivational leadership separately more often, particularly in the context of primary and secondary education. Meanwhile, research on the relationship between teacher human resource management through the integration of these two forms of leadership in the context of early childhood education remains relatively limited. The characteristics of early childhood learning services require a leadership approach that is oriented not only toward the quality of learning but also toward strengthening teacher motivation, collaboration, and professional development [8], [9].

Based on this gap, this study views human resource management, instructional leadership, and motivational leadership as complementary aspects. The novelty of this study lies in providing an integrated description of how the school principal manages teacher human resources through instructional and motivational leadership to support children's learning services in an early childhood education unit. This study aims to analyze the role of the school principal in managing teacher human resources through instructional and motivational leadership to support children's learning services at TK Perkasa.

2. METHOD

This study uses a qualitative approach with a case study design. This approach was chosen to gain an in-depth understanding of the school principal's role in managing teacher human resources through instructional and motivational leadership in supporting children's learning services at TK Perkasa. A case study was used because the research focuses on a phenomenon within a real context, so that the principal's leadership process can be described comprehensively [10].

The research was carried out at TK Perkasa. Research subjects were determined using purposive sampling, taking into account informants' involvement in and knowledge of the research focus. The main informant was the school principal, while supporting informants consisted of teachers directly involved in the learning process and human resource management. Informant selection continued until the data reached a level of saturation [11].

Data were collected through in-depth interviews, observation, and document analysis. Semi-structured interviews were used to explore the implementation of the principal's instructional and motivational leadership. Observation was used to examine leadership activities, the implementation of learning, interaction between the principal and teachers, and the condition of the school environment. Documentation included the school's work program, teacher task assignments, learning materials, academic supervision results, competence development reports, meeting minutes, and other relevant documents [12].

Data validity was established through source and technique triangulation. Source triangulation was carried out by comparing information from the principal and teachers, while technique triangulation was carried out by comparing interviews, observation, and documentation. The researcher also conducted member checking with the informants to ensure that the data and interpretation results matched actual conditions [13].

Data analysis used the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing and verification. Analysis was carried out continuously from the start of data collection until the completion of the study. Data were condensed based on the research focus, presented narratively, and conclusions were then verified against field data [14].

3. RESULTS AND DISCUSSION

3.1. Results

The results of the study show that the school principal has a strategic role in teacher human resource management through planning, organizing, competence development, academic supervision, and performance evaluation. Human resource planning is carried out at the beginning of the academic year through identifying teacher needs, analyzing the number of students, and placing teachers according to their educational background, competence, and experience. Task assignment is carried out through joint meetings so that teachers understand their respective responsibilities [15].

Observation shows that the principal leads coordination meetings to determine task assignments, teaching schedules, and the annual work program. School documentation

shows the existence of a task assignment decree, an organizational structure, teaching schedules, and an annual work program. Organizing is further strengthened through routine meetings, informal discussions, and daily communication [16].

Competence development is carried out through Teacher Working Groups (KKG), seminars, workshops, training on implementing the Merdeka Curriculum, and other professional development activities. Teachers stated that these activities helped enrich their knowledge and were applied in learning. Observation shows the use of game-based media, exploratory activities, simple projects, and a more systematic assessment of children's development.

Table 1. Findings on Teacher Human Resource Planning

Development Program	Form of Implementation	Perceived Impact
Teacher Working Group (KKG)	Discussion and sharing of good practices	Improves the ability to design learning
Workshops and seminars	Participation in district and regency-level activities	Broadens teachers' professional knowledge
Merdeka Curriculum training	Mentoring in curriculum implementation	Teachers are better prepared to carry out learning
Learning reflection	Joint evaluation after learning activities	Continuous improvement of learning strategies

Source: Interview, observation, and documentation results by the researcher (2025).

Table 2. Teacher Competence Development at TK Perkasa

Aspect	Research Findings
Analysis of teacher needs	Carried out at the beginning of every academic year
Teacher placement	Based on competence and experience
Task assignment	Carried out through joint meetings
Supporting documents	Task assignment decree, teaching schedule, work program

Source: Interview, observation, and documentation results by the researcher (2025).

Academic supervision is a form of instructional leadership carried out by the principal on a scheduled basis each semester, as well as incidentally as needed. Supervision begins with a review of learning materials, followed by classroom observation and the provision of feedback. Teachers stated that the supervision is guiding in nature, not fault-finding [17].

School documentation shows the existence of academic supervision instruments, a supervision schedule, classroom observation results, supervision minutes, and follow-up reports. Performance evaluation is carried out to determine task achievement while also serving as the basis for developing coaching programs. Evaluation is carried out openly through discussion so that teachers understand which aspects have been achieved and which still need improvement.

Table 3. Implementation of Academic Supervision at TK Perkasa

Supervision Aspect	Implementation
Supervision planning	Developed within the school work program
Learning observation	Carried out periodically
Feedback	Reflective discussion after observation
Follow up	Coaching and mentoring of teachers

Source: Interview, observation, and documentation results by the researcher (2025).

The principal's instructional leadership is oriented toward improving the quality of learning services through professional coaching of teachers, academic supervision, learning mentoring, and strengthening the learning culture. The principal acts as an instructional leader who encourages teachers to improve their pedagogical, professional, social, and personal competence [18].

Supervision is used as a means of coaching through learning observation, reflective discussion, and providing recommendations for improvement. The research findings show that ongoing mentoring helps teachers design learning that is more suited to children's characteristics. This finding is in line with [19] regarding instructional leadership as leadership that focuses on the quality of learning through teacher development and supervision [20].

Motivational leadership is realized through giving trust to teachers, appreciating their performance, open communication, emotional support, and involving teachers in school activities. Teachers are given room to develop creativity in designing and carrying out learning suited to student characteristics [21].

This approach creates a positive work environment and encourages teachers to be more enthusiastic in preparing learning materials, developing learning media, and carrying out reflection. This finding is in line with [22] regarding the importance of professional and emotional support from school leadership for teacher wellbeing and professional engagement.

Human resource management carried out through instructional and motivational leadership shows support for teachers' professional competence, the quality of the learning process, services that are more responsive to children's individual needs, and a collaborative work culture. Teachers become more able to prepare learning materials, use creative learning media, and implement active, child-centered learning.

These findings show a synergy between human resource management, instructional leadership, and motivational leadership. Human resource management forms the basis for competence development, instructional leadership directs improvement in the quality of learning, while motivational leadership strengthens teacher commitment and enthusiasm.

The synthesis of the findings shows that teacher human resource management at TK Perkasa runs as an interconnected series of processes. Planning and organizing provide clarity of needs and task division, competence development strengthens professional capacity, supervision and evaluation provide feedback, while motivational support helps maintain teacher commitment and collaboration. Thus, the main contribution of this study lies not only in the existence of each of these practices but in their integration in supporting children's learning services.

3.2. Discussion

The results of the study show that teacher human resource management at TK Perkasa is carried out through interrelated management functions. Planning and organizing provide clarity of needs and responsibilities, competence development strengthens professional capacity, while supervision and evaluation provide a mechanism for ongoing coaching.

The findings on instructional leadership reinforce [23] view that principals need to place learning as the main focus of leadership. In this study, that focus is seen through mentoring on learning materials, classroom observation, feedback, and teacher competence development. The early childhood education context requires this mentoring to take into account children's learning characteristics through activities that are active, creative, and appropriate to their development [24].

Motivational leadership complements the instructional function by building psychological and social conditions that support teachers. Appreciation, communication, trust, and emotional support help shape a collaborative work environment. Thus, human resource management is not only administrative in nature but also touches on professional development and work motivation [25].

Compared to previous research, which tends to discuss instructional and motivational leadership separately, this study places both within a single series of teacher human resource management practices in the early childhood education context. This contribution shows that improved learning services can be supported through the integration of human resource management functions with leadership oriented toward learning and motivation [26].

3.3. Implications

Practically, the research findings imply that early childhood education principals need to integrate human resource planning and development with learning supervision, the provision of feedback, appreciation, and support for teachers. Strengthening the principal's leadership capacity in these two dimensions can be a strategy for building a collaborative work culture and supporting learning centered on children's needs.

3.4. Research Limitations

This study uses a case study of a single early childhood education unit, so the findings describe the context of TK Perkasa and are not intended to be statistically generalized to all early childhood education units. The research data also focuses on the perspectives of the principal and teachers, as well as documents available during the study. Therefore, further research could expand the context to other early childhood education units and involve the perspectives of other stakeholders to obtain a more varied picture.

4. CONCLUSION

This study concludes that the school principal has a strategic role in teacher human resource management through the application of instructional and motivational leadership to support children's learning services at TK Perkasa. Human resource management is

carried out through planning, organizing, competence development, academic supervision, and performance evaluation.

Instructional leadership is realized through learning mentoring, supervision, professional coaching, and evaluation, while motivational leadership is carried out through appreciation, positive communication, giving trust, strengthening commitment, and emotional support. The integration of these two forms of leadership supports teacher competence and motivation, more active and child-centered learning, and a collaborative work culture.

These findings confirm that teacher human resource management in early childhood education needs to be viewed as both a managerial process and a leadership process that connects professional development, work motivation, and the quality of learning services.

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