

ANALYSIS OF THE ROLE OF HUMAN RESOURCE TRAINING AND DEVELOPMENT IN IMPROVING THE COMPETENCE OF TEACHERS

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Abstract

Improving educators' competencies is an essential factor in enhancing the quality of education. Human resource training and development serve as strategic efforts to strengthen educators' abilities in responding to advancements in knowledge, technology, and increasingly complex professional demands. This study aims to analyze the role of human resource training and development in improving educators' competencies and to identify supporting and inhibiting factors affecting its implementation. The study employed a qualitative approach using a library research method. Data were collected from relevant scientific journals, books, and academic publications and analyzed through systematic processes of collection, classification, comparison, and interpretation of findings from various sources. The results indicate that training and human resource development significantly contribute to improving pedagogical, professional, social, and personal competencies of educators. In addition, training enhances the ability to utilize educational technology, increases work motivation and self-confidence, and improves the overall quality of the learning process. However, several challenges remain, including limited budgets, insufficient institutional support, low participant motivation, time constraints, and the lack of systematic training needs analysis and evaluation. Therefore, training and development programs should be designed based on actual needs, supported by continuous evaluation, technology integration, and active participation of educators to ensure sustainable and effective competency improvement.

Keywords: Competency, Education, Educators, Human Resource Development, Training



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INTRODUCTION

Education is a strategic sector that plays a crucial role in shaping the quality of a nation's human resources. The success of an education system is largely determined by the quality of educators, the primary actors in the learning process. In this context, the competence of educators is a key factor in realizing effective, innovative, and student-centered learning. These competencies encompass pedagogical, professional, social, and personality aspects, which must be continuously developed to align with current developments and the demands of modern education (Taufik et al., 2024).

Human resources play a strategic role in the implementation of education, as the success of the educational process is inseparable from the contributions of educators, administrative staff, and other educational personnel. Despite increasingly advanced technological developments and educational facilities, the role of educators remains irreplaceable, as they are the primary actors in the learning process. However, educators are still found working outside their areas of expertise and lacking optimal competence in carrying out their professional duties. Therefore, the quality of education is greatly influenced by the quality of educators, educational administrators, and all human resources involved in the implementation (Hapsah & Jamil, 2020).

Human Resource (HR) training and development are key factors in creating competent and productive workers in the education, business, and government sectors. HR, as a valuable asset, must be nurtured and developed to maximize their contribution to the sustainability of an institution or organization. In the educational context, educators play a strategic role as implementers of the learning process, directly influencing the quality of student learning outcomes. Training refers to a company's planned efforts to facilitate the learning of employee-related competencies, knowledge, skills, and behaviors. This aims to enable employees to master the knowledge, skills, and behaviors emphasized in the training and apply them in their daily activities (Yusuf & Hendra, 2023).

HR training and development are two key instruments in educational human resource management. Training focuses more on improving short-term technical and skill capabilities, while HR development focuses on enhancing long-term professional and career capacity. These two aspects play complementary roles in enhancing the competency of educators to address the dynamics of changes in curriculum, technology, and student needs (Taufik et al., 2024).

However, in practice, various problems still exist that indicate suboptimal competency of educators in implementing the learning process. One common phenomenon is that teachers' ability to develop learning materials, while actually quite good and structured, is not matched by a thorough mastery of the material. This indicates a gap between their ability to plan written lessons and their readiness for the material to be taught in class (Mustika et al., 2021). Furthermore, a lack of mastery of the material can also impact educators' confidence in teaching, resulting in limited learning interactions and a tendency toward monotony. If this condition persists, it will be difficult to achieve the desired learning objectives.

Furthermore, in this technological era, some teachers still lack a full understanding of the use and application of technology. This is evident in the limited use of digital-based learning media, such as PowerPoint presentations. In online learning, many teachers still experience difficulties operating various online learning platforms. These limitations are also evident in the use of technology-based evaluation media, such as creating online quizzes, using interactive learning applications, and developing animations or other visual media that can support student understanding (Sartipa & Munisah, 2023).

Competence is defined as something related to knowledge, skills, authority, and power in making decisions or determining something. Competence is an important concept in the fields of management and human resources. Experts have defined competence as a fundamental characteristic possessed by a person that directly influences or can predict excellent performance (Nisa et al., 2022). Human Resource Competence is the ability and characteristics possessed by a person in the form of knowledge, skills, and behavioral attitudes required in carrying out their job duties in education. Competence also serves as the basic foundation for a person's behavior or thinking, adapting to situations, and supporting them over a long period of time.

Competence encompasses doing something, not just passive knowledge. Generally, competence itself can be understood as a combination of skills, personal attributes, and knowledge reflected through observable, measurable, and evaluable job behavior (Ratnasari, 2021). Research on training and human resource (HR) development in education currently shows that the focus of studies is no longer limited to improving the technical competence of educators, but also encompasses aspects of motivation, active involvement, and the use of technology in the training process. Furthermore, a needs-based approach (training needs analysis) is increasingly being implemented to ensure the relevance of training programs to the professional demands of educators. This development demonstrates that training is no longer viewed merely as a routine activity but as a strategic instrument for continuously improving the quality of education.

The purpose of this paper is to conduct an in-depth analysis of the implementation of human resource training and development in the educational context, as well as to examine its role in improving the competence of educators, including aspects of lesson planning, the use of effective methods, and the utilization of technology in the teaching and learning process. Furthermore, this paper aims to identify various factors influencing the success and challenges of training and development implementation, including participation levels, individual motivation, and institutional support.

Although human resource training and development in education has experienced significant progress, its implementation in the field still shows a number of gaps. Most previous research tends to focus on the effect of training on improving educator competence in a partial manner, such as pedagogical competence, professional competence, or the ability to utilize technology separately. Furthermore, the application of training needs analysis has not been optimally and systematically implemented in various educational institutions, resulting in training programs often not fully aligned with the actual needs of educators. Another gap is evident in the low level of active participation and motivation of educators in training and development activities, which impacts the suboptimal sustainable competency improvement.

Based on these gaps, the novelty of this research lies in its effort to integrate various aspects of training and human resource development into a comprehensive and systematic analytical framework. This research not only emphasizes the importance of training needs analysis but also links it to the use of technology, increasing active participation of educators, continuous training evaluation, and integrating training programs with career development. Through this approach, this research is expected to provide a conceptual contribution in the form of a more holistic, sustainable, and applicable human resource development model for improving the competence of educators in educational settings.

RESEARCH METHOD

This research employed a qualitative approach using library research methods. This method involved reviewing, analyzing, and synthesizing various literature sources relevant to the topic of human resource training and development in education. This study aimed to analyze the concepts, strategies, and implementation of human resource training and development in education based on various available literature reviews.

The research subjects comprised various relevant literature sources, including scientific journal articles, reference books, previous research results, and academic publications related to human resource training and development in education. The data used were secondary data obtained from various credible and relevant scientific literature sources. The research instrument used was the researcher herself (human instrument), who played a role in identifying, selecting, reviewing, and interpreting data from various literature sources.

Data collection was conducted through several stages: searching literature sources through academic databases, selecting sources appropriate to the research focus, collecting relevant data, and grouping sources based on themes and discussions related to the research.

Data analysis was conducted descriptively and qualitatively through reading and understanding literature, comparing findings from various sources, identifying patterns and interconnectedness of information, and synthesizing the study results to draw conclusions aligned with the research objectives. The analysis process was conducted systematically and structured to yield a comprehensive understanding of human resource training and development in education.

RESULTS AND DISCUSSION

The study results indicate that training plays a significant role in improving the competence of educators, particularly in pedagogical and professional aspects, as well as in the planning and implementation of learning. Teachers who participate in training tend to be better able to systematically develop learning materials and adapt methods to student characteristics. This indicates that training not only improves knowledge but also enhances teachers' professional practice in the classroom (Normayani, 2025).

Training contributes to improving teachers' ability to use more varied and innovative learning methods. Teachers who receive training tend to no longer rely on lectures, but instead adopt active, collaborative, and discussion-based approaches. This results in increased student engagement in the learning process (Prayitno et al., 2023). Furthermore, practical training, such as workshops, seminars, and technology-based training, has been shown to improve teachers' skills in using digital learning media. This aligns with research showing that training contributes to improving the quality of learning and teacher performance (Purnasari & Sadewo, 2021).

Human resource development plays a role in continuously improving the professional capacity of educators. In this context, it's important to understand that short-term training doesn't necessarily mean it's only for a short period of time, but rather focuses on goals that address immediate needs and can be immediately applied to the learning process. Meanwhile, human resource development has a long-term orientation, emphasizing the continuous improvement of individual qualities, such as career development, leadership skills, and critical thinking skills.

Human resource development programs, such as continuing education, teacher certification, and scientific activities, have a significant impact on improving the professionalism of educators. Teachers who participate in development programs tend to have better learning management skills and are more adaptable to changes in the world of education (Ode et al., 2023). This impact can be identified through several key aspects: pedagogical competence, professional competence, social competence, and personality competence.

First, improving pedagogical competence, namely the ability of educators to systematically and effectively design, implement, and evaluate the learning process (Suzanti et al., 2021). This pedagogical competence encompasses several dimensions of understanding students, such as planning and implementing learning, evaluating learning outcomes, and developing students to actualize their potential.

Second, improving professional competence, reflected in a deeper, broader mastery of learning materials, aligned with scientific developments (Aswad & Mangenre, 2023). Professional competence is the ability to master learning materials in a broad and in-depth field of study, encompassing mastery of the content of the school curriculum and the scientific disciplines that underpin that curriculum, as well as broadening one's scientific insight as a teacher.

Third, improving social competence, namely the ability to communicate, interact, and build harmonious relationships with students, colleagues, and other relevant parties. Social competence is a teacher's ability as a member of society to interact and communicate effectively with students, colleagues, parents, and the general public (Alfath et al., 2022). Social competence is also a prerequisite and essential element in supporting the primary duties and functions of teachers, as teachers are expected to foster effective, efficient, and harmonious communication.

Fourth, improving personal competencies, which include professional attitudes, integrity, discipline, and responsibility in carrying out duties as educators (Ulfadilah et al., 2023). Improving personal competencies encompasses the development of professional attitudes, moral integrity, discipline, responsibility, and exemplary behavior in carrying out duties as educators. These competencies are reflected in teachers' ability to act in accordance with the professional code of ethics, demonstrate honesty and consistency in all actions, comply with applicable rules and regulations, and carry out duties and obligations with full responsibility. Furthermore, teachers are required to possess emotional maturity, personal stability, independence, and a strong commitment to their profession, enabling them to serve as good role models for students, colleagues, and the community.

In addition to contributing to competency, training and development also have a positive impact on the psychological aspects of educators. These activities can increase work motivation, job satisfaction, and self-confidence in carrying out learning tasks. Improving these aspects ultimately results in more optimal teacher performance. Thus, training and development not only impacts individual capacity but also directly contributes to improving the overall quality of learning processes and outcomes.

The implementation of training and human resource development in the education sector is inseparable from various obstacles that can hinder its effectiveness. One major obstacle is budget constraints. Limited funding prevents educational institutions from optimally implementing training programs, both in terms of frequency, material quality, and supporting facilities. Furthermore, a lack of institutional support is also a significant inhibiting factor. Institutional support, such as policies supporting professional development, the provision of facilities, and encouragement from leaders, is crucial to the success of training programs. Without commitment from school management, training tends to be unfocused and unsustainable, making it difficult to achieve the goal of improving the quality of teaching staff (Sujani & Munastiwi, 2022).

Another obstacle is low motivation among teaching staff to participate in training. Time constraints are also a common obstacle in implementing training. Educators generally have a fairly heavy workload, ranging from teaching activities and administration to additional duties (Razzokov, 2022). This makes it difficult for them to participate in training intensively and sustainably. These various obstacles indicate that human resource training and development are not yet fully implemented optimally. Therefore, careful planning, adequate budget allocation, and strong policy support from educational institutions are required. This way, training

programs can be implemented effectively and sustainably, and have a tangible impact on improving the competence and performance of educators.

To improve the effectiveness of training and human resource (HR) development, a systematic, needs-based strategy is needed, namely encouraging the active participation of educators in every training activity. Active participation means not only physical attendance but also involvement in discussions, practices, and reflections during the training (Nissa et al., n.d.). Low active participation is often caused by a lack of motivation or unappealing training methods. Therefore, an interactive and participatory training approach is needed so that educators feel directly involved and gain meaningful learning experiences.

The next strategy is conducting regular training evaluations. Evaluations aim to assess the extent to which training has achieved its stated objectives and identify deficiencies that need to be addressed. Without systematic evaluations, educational institutions lack a strong basis for improving or developing future training programs. Evaluations also help ensure that training has a tangible impact on improving the competence and performance of educators. By implementing these various strategies in an integrated manner, it is hoped that training and development of human resources in the field of education can run more effectively and provide an optimal impact in improving the competence of teaching staff, both in terms of knowledge, skills and professional attitudes.

CONCLUSION

Human resource (HR) training and development are crucial aspects in enhancing the competence of educators and supporting improvements in the quality of education. Based on a literature review, training has been shown to significantly contribute to improving the pedagogical and professional competence of educators, particularly in their ability to plan, implement, and evaluate learning more effectively. Furthermore, training encourages educators to implement more innovative, interactive, and student-centered learning methods, including the use of technology as a learning medium.

HR development focused on enhancing long-term professional capacity also positively impacts the quality of educators. Through various programs such as continuing education, certification, seminars, and scientific activities, educators can develop pedagogical, professional, social, and personality competencies more comprehensively. This competency improvement not only supports the success of the learning process but also helps educators become more adaptable to developments in science, technology, and the changing needs of education in the modern era.

Despite its significant benefits, the implementation of HR training and development in education still faces various obstacles. Budget constraints, lack of institutional support, low motivation among educators, time constraints, and suboptimal use of technology are factors that hinder the effectiveness of competency development programs. Furthermore, the lack of systematic training needs analysis and program evaluation that focuses on short-term results mean that the training provided is unable to fully address the actual needs of educators.

Therefore, a more integrated approach is needed in designing and implementing training and human resource development programs. Programs should be based on a comprehensive needs analysis, supported by the use of technology, encouraging active participation of educators, and accompanied by ongoing evaluation. The integration of training, career development, and overall competency improvement is expected to produce professional, competent, and competitive educators. Thus, training and human resource development can be an effective strategy for improving the quality of educators and realizing higher-quality and sustainable education.

Based on the results of this study, further research is recommended to conduct empirical studies using quantitative, qualitative, and mixed methods approaches to more deeply measure the effectiveness of training and human resource development on improving the competency of educators at various levels of education. Furthermore, it is necessary to develop training models based on needs analysis, the use of digital technology, and integration with educator career development. From a policy perspective, educational institutions and stakeholders are expected to strengthen support for training programs by providing adequate budgets, implementing ongoing evaluation systems, and policies that encourage active participation of educators. In this way, human resource training and development can be implemented more effectively, sustainably, and can have a real impact on improving the quality of teaching staff and the quality of education as a whole.

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