

Strategic Human Resource Management Practices and Teacher Performance: Evidence from Indonesian Secondary Schools

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Abstract

Purpose: This study aimed to analyze the effect of Strategic Human Resource Management (SHRM) on teacher performance, with work motivation as a mediating variable.

Methodology: This quantitative research was conducted at public senior high schools in East Java Province, Indonesia, involving 350 respondents who were selected proportionally. Data were collected using structured questionnaires and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0 software.

Results: The results show that SHRM has a significant positive effect on both work motivation and performance. Additionally, work motivation partially mediated the relationship between SHRM and teacher performance. These findings confirm that strategic HR practices, including planning, training, performance appraisal, and reward systems, can enhance teachers' intrinsic and extrinsic motivation, leading to better professional performance.

Conclusions: This study concludes that integrating SHRM into educational management is essential to improve teaching quality and institutional competitiveness.

Limitations: The limitations of this study lie in its cross-sectional design, which cannot capture long-term behavioral changes.

Contributions: This study contributes to the development of educational Human Resource Management (HRM) theory and provides practical guidance for school leaders in implementing structured Human Resource (HR) practices, such as continuous training, performance-based evaluation, and reward systems. At the policy level, the findings offer insights for education authorities to design integrated teacher-management systems aligned with the Indonesia's Merdeka Belajar policy framework.

Keywords: Educational Management, Strategic Human Resource Management, Teacher Performance, Work Motivation

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1. Introduction

Education plays a fundamental role in developing quality and competitive human resource. To ensure the success of education, effective Human Resource Management (HRM) is essential, especially in

the context of managing educators such as teachers. Teachers, as key actors in the learning process, play a strategic role in ensuring the achievement of national education goals. Previous studies indicate that teachers' professional competence has a significant impact on their performance, and this is reinforced by the findings that the work environment and work motivation also play a crucial role in improving teacher performance ([Alimmudin, 2022](#); [Muazza, 2021](#)).

In this regard, in the Indonesian context, issues related to teacher motivation and performance remain a significant concern for improving education quality. Indonesia performance in the Programme for International Student Assessment (PISA) is still below the OECD average, reflecting persistent challenges in student learning outcomes and teaching effectiveness ([OECD, 2023](#)). In addition, reports from the Ministry of Education, Culture, Research, and Technology indicate that disparities in teacher competence and performance still occur across regions, particularly between urban and rural areas ([Kemendikbudristek, 2022](#)). Previous studies have also revealed that teacher motivation is strongly influenced by leadership, incentives, and working conditions, which in turn affect their classroom performance ([Muazza, 2021](#); [Weto, Wahyono, & Supanto, 2020](#)). These conditions highlight the urgency of strengthening human resource management practices in the education sector.

In the context of modern education management, the implementation of a strategic HRM approach is urgently needed to respond to the demands of environmental change and improve the quality of learning. The implementation of Strategic Human Resource Management (SHRM) in educational institutions is important to face the challenges of learning quality in the era of globalization and technological disruption. Previous research has shown that implementing a comprehensive strategic plan in the management of educational institutions can improve the quality of education and teacher performance ([Mahardhika & Raharja, 2023](#)). By using a holistic approach to work motivation and the work environment, educational institutions can create better conditions for teachers to achieve optimal performance ([Kholid & Madjdi, 2020](#)).

Several previous studies have discussed the relationship between SHRM practices, work motivation, and teacher performance in various educational contexts ([Arar, & Oplatka, 2023](#); [Chaudhary, 2021](#); [Haruna, 2025](#); [Nguyen, Tran, & Le, 2022](#)). However, most of them still focus on the higher education sector in developed countries, with limited empirical evidence from developing countries, particularly Indonesia. Based on the Resource-Based View theory by [Barney \(1991\)](#), unique, valuable, and difficult-to-imitate human resources are strategic assets that can create a sustainable competitive advantage. In the context of educational institutions, teachers are high-value human capital that determines learning quality. This theory is reinforced by the Self-Determination Theory by [Deci and Ryan \(2000\)](#), which emphasizes that intrinsic motivation arising from the need for autonomy, competence, and relatedness is the main driver of performance improvement. Thus, effective SHRM practices are expected to enhance teachers' work motivation, which, in turn, positively influences their performance.

The urgency of this research also stems from the ongoing transformation of Indonesia's national education policies, particularly through initiatives such as the Indonesia's Merdeka Belajar policy framework and the Teacher Leadership (*Guru Penggerak*) program. These policies emphasize strengthening teachers' professional capacity not only through technical training but also through a more strategic and integrated HR management system that supports intrinsic motivation and long-term professional commitment. Therefore, this research offers a strategic approach through the application of SHRM practices that focus on developing teacher competencies and motivation systematically. This study aimed to analyze the influence of Strategic Human Resource Management (SHRM) on teacher performance, with work motivation serving as a mediating variable. Specifically, it seeks to examine how the implementation of SHRM practices, including training, performance appraisal, and reward systems, enhances teachers' work motivation and subsequently improves their performance in carrying out professional responsibilities. In addition, this study investigates the direct and indirect relationships among SHRM, work motivation, and teacher performance to provide a more comprehensive understanding of the mechanisms through which SHRM contributes to educational effectiveness.

2. Literature Review and Hypotheses Development

2.1 Strategic Human Resource Management (SHRM) in Education

Strategic Human Resource Management (SHRM) emphasizes the alignment of human resource policies and practices with organizational strategic goals to achieve sustainable performance ([Wright & McMahan, 2011](#)). In the educational context, SHRM integrates teacher recruitment, development, performance appraisal, and reward mechanisms into a coherent and strategic framework ([Arar & Oplatka, 2023](#)). Previous studies have shown that strategic HR practices, such as participatory planning, competency-based training, and performance-linked rewards, can enhance teachers' professional capabilities and institutional effectiveness ([Mahardhika, & Raharja, 2023](#); [Nguyen, Tran, & Le, 2022](#)).

Recent studies by Goodwood Publishing further support this argument by emphasizing the importance of training, motivation, engagement, and organizational culture in improving employee performance. [Untari, Fajariana, Selvi, Huda, and Supardi \(2026\)](#) found that motivation, training, and self-efficacy are closely associated with employee performance through employee engagement. [Febrian and Sani \(2026\)](#) highlighted that organizational commitment, culture, and training contribute to performance through work engagement. Although these studies were not conducted specifically in schools, their findings remain relevant because SHRM in education also relies on training, organizational culture, teacher commitment, and engagement as mechanisms for improving performance.

According to the Resource-Based View (RBV), human resources are valuable, rare, inimitable, and non-substitutable strategic assets ([Barney, 1991](#)). Teachers, as professional human capital, represent an essential internal capability that determines the quality of learning and institutional competitiveness. Therefore, effective SHRM practices not only improve administrative efficiency but also strengthen an organization's ability to attract, retain, and motivate high-performing educators ([Chaudhary, 2021](#)). Empirical studies have also confirmed that strategic HRM is positively associated with employee commitment, job satisfaction, productivity, motivation, and organizational performance in both developed and emerging economies ([Chaudhary, 2021](#); [Mirzayi, & Motaghi, 2024](#); [Nguyen et al., 2022](#); [Wright, Coff, & Moliterno, 2014](#)). These findings indicate that SHRM is relevant not only in developed countries but also in developing contexts, including Indonesia, where institutional capacity and workforce competence remain key challenges to SHRM implementation.

2.2 Work Motivation and Self-Determination Theory

Work motivation is a psychological process that initiates, directs, and sustains goal-oriented behavior ([Deci & Ryan, 2000](#)). Within the Self-Determination Theory (SDT) framework, motivation is classified into intrinsic and extrinsic forms. Intrinsic motivation arises from personal interest and internal satisfaction, whereas extrinsic motivation is influenced by external rewards and pressures. In the educational context, teachers' intrinsic motivation, such as the desire for mastery, professional growth, and social contribution, plays a central role in enhancing teaching quality and student outcomes ([Deci and Ryan, 2000](#); [Haruna, 2025](#)). Studies in Indonesia and other Asian countries have demonstrated that supportive work environments, leadership, and fair reward systems significantly affect teachers' motivation ([Kholid, & Madjdi, 2020](#); [Muazza, 2021](#)). Similarly, international evidence shows that when teachers' psychological needs for autonomy, competence, and relatedness are fulfilled, they exhibit higher levels of engagement and persistence in their professional tasks ([Chaudhary, 2021](#); [Nguyen, Tran, & Le, 2022](#)). Hence, motivation functions as a key psychological mechanism that translates HRM policies into actual-performance behaviors.

2.3 Teacher Performance and the AMO Model

Teacher performance is the measurable output of teachers' professional competence, effort, and organizational support in fulfilling their instructional responsibilities. The Ability Motivation Opportunity (AMO) model [Appelbaum, Bailey, Berg, Kalleberg, and Bailey \(2000\)](#) posits that individual performance is determined by three components: ability to perform, motivation to exert effort, and opportunity to demonstrate competence. In schools, this model manifests through professional development programs (ability), reward and recognition systems (motivation), and supportive school climates (opportunity), which enable teachers to apply their skills effectively

([Achmadi, Sukarno, & Hidayat, 2023](#); [Yusnita, Eriyanti, Engkizar, Anwar, Putri, Arifin, & Syafril, 2018](#)). Recent studies by [Bahrumisyah \(2023\)](#); [Zou, Yao, Zhang, and Huang \(2024\)](#) confirm that teachers motivated and supported through structured HR systems demonstrate higher levels of pedagogical performance, classroom management, and student engagement. Furthermore, the implementation of SHRM practices in schools has been found to positively influences these AMO components, thereby promoting a sustainable culture of professionalism and accountability in education.

2.4 Conceptual Linkages among SHRM, Work Motivation, and Teacher Performance

The integration of the SHRM, SDT, and AMO frameworks provides a comprehensive explanation of how strategic HR practices influence teacher performance through motivational mechanisms. SHRM provides the structural and managerial foundation (training, evaluation, reward systems), whereas work motivation acts as the psychological intermediary that channels these practices into productive teaching behaviors. Empirical evidence across diverse contexts consistently supports the mediating role of work motivation between HRM practices and performance outcomes ([Jumawan et al., 2025](#); [Mulang, 2021](#); [Saha et al., 2016](#)). This argument is further supported by [Febrian and Sani \(2026\)](#), who emphasized that organizational commitment, culture, and training contribute to employee performance through work engagement. Although their study focused on employee performance in a broader organizational context, its findings are relevant to educational institutions because teacher performance is also shaped by organizational culture, professional commitment, training opportunities, and engagement. Therefore, SHRM practices in schools should not only focus on administrative control but also on building an organizational climate that strengthens teachers' psychological attachment and professional involvement.

In educational institutions, this relationship is particularly salient because teachers' performance is driven not only by financial incentives but also by intrinsic satisfaction and professional autonomy ([Sabthazi et al., 2024](#)). When SHRM policies are strategically designed to satisfy teachers' psychological needs by providing autonomy, opportunities for competence enhancement, and recognition, motivation increases and ultimately enhances performance outcomes ([Desmawan et al., 2023](#); [Siregar & Khoiri, 2023](#)). Thus, the theoretical model underpinning this study proposes that SHRM exerts both direct and indirect effects on teacher performance, with work motivation functioning as a mediating variable that links strategic HR practices to the behavioral and professional outcomes of teachers.

2.5 Hypothesis Development

Building on the theoretical integration of Strategic Human Resource Management (SHRM), Self-Determination Theory (SDT), and the Ability Motivation Opportunity (AMO) model, this study examines the relationships among SHRM, work motivation, and teacher performance. SHRM practices, such as training, performance appraisal, and reward systems, are expected to enhance teachers' work motivation by fulfilling their needs for autonomy, competence, and relatedness ([Chaudhary, 2021](#); [Deci, & Ryan, 2000](#)). Higher work motivation, in turn, encourages greater commitment, persistence, and effectiveness in carrying out professional responsibilities, thereby improving teacher performance ([Haruna, 2025](#)). Furthermore, SHRM is expected to influence teacher performance both directly and indirectly through work motivation, which serves as a mediating mechanism linking HRM practices to performance outcomes ([Nguyen, Tran, & Le, 2022](#)).

H_1 : Strategic Human Resource Management (SHRM) positively affects work motivation

H_2 : Work motivation positively affects teacher performance

H_3 : Strategic Human Resource Management (SHRM) positively affects teacher performance through work motivation as a mediating variable

3. Methodology

This study adopts a quantitative approach with an explanatory research design to examine the causal relationships among the variables through hypothesis testing. This approach was chosen because the study focuses on the influence of Strategic Human Resource Management (SHRM) on teacher

performance, with work motivation as a mediating variable. The intervariable relationship model was tested using Partial Least Squares Structural Equation Modeling (PLS-SEM), which enables the simultaneous analysis of relationships among latent constructs, even when the data are non-normally distributed and the sample size is relatively moderate. In addition, this method allows researchers to evaluate complex models involving mediating variables ([Sarstedt, Ringle, & Hair, 2021](#)).

Furthermore, the choice of PLS-SEM is justified by several methodological considerations. First, PLS-SEM is particularly suitable for complex research models that involve multiple latent variables and mediating relationships. Second, PLS-SEM does not require strict assumptions of multivariate normality, making it appropriate for survey data measured on Likert scales. Third, compared to Covariance Based-Structural Equation Modeling (CB-SEM), PLS-SEM is more oriented toward prediction and variance explanation (R^2), which aligns with the objective of this study to explain and predict the relationships between SHRM, work motivation, and teacher performance. This approach is widely recommended for predictive research in the social sciences, involving latent constructs and mediation structures.

The population of this study included all public high school teachers (*Sekolah Menengah Atas* and *Sekolah Menengah Kejuruan*) in East Java Province, who were under the auspices of the Provincial Education Office. Given the wide coverage of the area and the diversity of school characteristics, sampling was carried out using the proportionate stratified random sampling technique so that each district/city was proportionally represented according to the number of teachers in the region. The number of samples was determined based on the formula of [Hair, Hult, Ringle, and Sarstedt \(2022\)](#), which is at least ten times the number of indicators in the variable with the most indicators. Because this study involves 30 indicators, the minimum sample size required is 300 respondents. To increase the reliability of the analysis results, the number of respondents was set at 350 active teachers spread across ten cities in East Java, including Malang City, Blitar Regency, Kediri, Pasuruan, Sidoarjo, Probolinggo, Lumajang, Madiun, Mojokerto, and Jember.

The respondents of this study have diverse characteristics, reflecting the real conditions of educators at the secondary school level. By gender, the respondents consisted of male and female teachers, with age variations ranging from 25 to 55 years, indicating a diversity of work experience. In terms of tenure, most teachers have been teaching for 5–30 years, allowing for a variety of perceptions based on professional experience. Based on employment status, respondents consisted of ASN and non-ASN teachers. In terms of educational attainment, the majority of respondents held a Bachelor's degree (*Strata 1/S1*), while the remainder held a Master's degree (*Strata 2/S2*).

This study uses three main constructs: SHRM as an independent variable, work motivation as a mediating variable, and teacher performance as a dependent variable. SHRM is defined as a practice of strategic human resource management that aims to support the achievement of educational organizational goals through the integration of HR policies with the school's vision and mission. Referring to [Wright and McMahan \(2011\)](#); [Arar and Oplatka \(2023\)](#), SHRM is measured through four main dimensions, namely strategic HR planning (teacher involvement in planning educator needs), training and development (professional competency improvement programs), performance evaluation and appraisal (learning outcome-based feedback system), and reward system (merit-based incentives and teacher contributions). All SHRM indicators were measured using a Likert scale of 1–5, with a range from 1 (strongly disagree) to 5 (strongly agree).

Work motivation is defined as internal and external motivation that affects teachers' enthusiasm and commitment to achieving educational goals. Based on the theory of self-determination by [Deci and Ryan \(2000\)](#) and the findings of [Wau \(2022\)](#), work motivation was measured using three dimensions: intrinsic motivation (personal satisfaction, responsibility, and professional commitment), extrinsic motivation (rewards, compensation, and social recognition), and organizational support (positive relationships with leaders and colleagues). Measurements were made using a 1–5 Likert scale. Teacher performance is defined as the ability of teachers to carry out professional tasks, including

planning, implementation, evaluation, and self-development. Referring to the Ability–Motivation–Opportunity (AMO) model [Appelbaum, Bailey, Berg, Kalleberg, and Bailey \(2000\)](#) and the research of [Achmadi, Sukarno, and Hidayat \(2023\)](#), this construct was measured through four dimensions: learning planning is the ability to prepare lesson plans and learning objectives, learning implementation is the ability to teach and manage classes, learning evaluation is the ability to conduct assessments and reflections, and development of Teacher professional development is reflected in participation in training programs and Subject Teacher Deliberations (*Musyawarah Guru Mata Pelajaran/MGMP*), a professional forum for subject teachers in Indonesia.

Primary data were obtained through an online questionnaire distributed using the Google Form platform, as well as brief interviews with several teachers to validate the empirical context. The questionnaire was developed based on adaptations of previous research that had been empirically tested. The SHRM scale is adapted from [Wright and McMahan \(2011\)](#); [Mahardhika and Raharja \(2023\)](#); [Arar and Oplatka \(2023\)](#); the scale of work motivation was adapted from [Deci and Ryan \(2000\)](#); [Wau \(2022\)](#); [Laoli and Ndraha \(2022\)](#); and the teacher performance scale was adapted from [\(Achmadi et al., 2023\)](#); [Yusnita, Eriyanti, Engkizar, Anwar, Putri, Arifin, & Syafril, 2018](#); [Acharya, 2019](#)). Before dissemination, the instrument was tested for content validity through expert judgment by three expert lecturers in public administration and education management. Instrument tests were conducted on 30 respondents to ensure initial reliability with Cronbach's alpha criterion > 0.70 , which indicates that all items have good internal consistency.

Data analysis was carried out in two stages using SmartPLS 4.0 software: outer model analysis and inner model analysis (structural model). The outer model stage was used to assess the validity and reliability of the constructs through convergent validity, discriminant validity, and construct reliability testing. The indicator is declared valid if it has a loading factor value of > 0.70 , while the reliability of the construct is assessed based on the value of Composite Reliability (CR) > 0.70 and Average Variance Extracted (AVE) > 0.50 . Discriminant validity was tested using cross-loading and the Fornell-Larcker criterion. The inner stage of the model was used to test the relationship between the latent variables and the predictive power of the model. The multicollinearity test between constructs was carried out using the Variance Inflation Factor (VIF) value with a limit of < 5 to ensure that there was no high correlation between variables. Next, the R^2 test was performed to assess the contribution of independent variables to the dependent variables, as well as *the Q^2 test* to assess the predictive relevance of the model. The significance of the relationship was tested through the value of path coefficients using the bootstrapping method of 5,000 resampling, where the relationship was considered significant if the t-statistic value was > 1.96 at a significance level of 5% ($\alpha = 0.05$). A mediation test was also conducted to assess whether work motivation is an intermediate variable in the relationship between SHRM and teacher performance, using an indirect effect approach as recommended by [\(Hair et al., 2022\)](#).

The conceptual model of this study describes the direct relationship between SHRM and teacher performance, as well as the indirect relationship through work motivation. This model is designed to explain how strategic HR practices can improve teacher competence, motivation, and performance in the educational environment. The validity and reliability of the instrument were tested through two stages: the validity of the content through expert analysis and the validity of the construct through Confirmatory Factor Analysis (CFA) in the PLS model. Reliability was assessed based on Cronbach's Alpha and Composite Reliability (> 0.70), and AVE (> 0.50). If all these criteria are met, the instrument is considered valid and reliable for structural model testing.

This study also pays attention to the principles of academic ethics, which include informed consent (respondents' participation is carried out voluntarily and anonymously), confidentiality (data confidentiality is maintained and only used for academic purposes), and integrity (analysis is carried out objectively without manipulation of results). Overall, this methodology is designed to generate an empirical understanding of the influence of Strategic Human Resource Management (SHRM) on

teacher performance through work motivation as a mediating variable. The PLS-SEM approach was chosen for its ability to capture complex relationships between latent variables and its relevance for education management research using Likert scale data.

4. Results and Discussions

4.1 Respondent Description

This study involved 350 respondents who were active teachers in public High Schools (SMA) and Vocational High Schools (SMK) in East Java. Respondents were selected using proportionate stratified random sampling techniques from ten districts/cities: Malang, Blitar, Kediri, Pasuruan, Sidoarjo, Probolinggo, Lumajang, Madiun, Mojokerto, and Jember. The purpose of this proportional sampling was to ensure the representation of urban and rural areas in the context of implementing Strategic Human Resource Management (SHRM) in educational institutions.

Table 1. Respondent demographic profile

No	Characteristics	Category	Frequency (n)	Percentage (%)
1	Gender	Male	142	40.6
		Female	208	59.4
2	Age	25–30 years	48	13.7
		31–40 years	112	32.0
		41–50 years	126	36.0
		>50 years old	64	18.3
3	Final Education	S1	274	78.3
		S2	76	21.7
4	Employment Status	ASN	216	61.7
		Non-ASN	134	38.3
5	Tenure	1–5 years	32	9.1
		6–10 years	84	24.0
		11–20 years	142	40.6
		>20 years	92	26.3
6	Type of School	SMA	210	60.0
		SMK	140	40.0

Table 1 presents the demographic profile of the 350 teacher-respondents included in this study. Based on the results of data collection, out of the 350 respondents who participated, the majority were female (59.4%), while male teachers accounted for 40.6%. This reflects a general trend in Indonesia's secondary education sector, where female teachers dominate the teaching profession. In terms of age group, most respondents were in the 41–50 age range (36.0%), followed by the 31–40 age group (32.0%). These data show that the majority of teachers are at the middle career stage, generally having mature professional experience but remaining open to the development of new competencies.

Regarding the level of education, the majority of respondents (78.3 %) had completed a Bachelor'S Degree (S1), while the other 21.7% had pursued a Master'S Degree (S2). This shows that most teachers have met the minimum academic qualifications set in the national education policy, and there is a tendency to increase qualifications towards the S2 level. Based on employment status, 61.7% of respondents were State Civil Apparatus (*Aparatur Sipil Negara*/ASN), while the other 38.3% had non-ASN or contract status. This proportion indicates that most teachers already have permanent employment status that allows for job stability and career advancement opportunities. In terms of service period, approximately 40.6% of respondents had a service period of 11–20 years, while 26.3% had served for more than 20 years. This condition shows that the study respondents generally had sufficient teaching experience and were consistently involved in teaching activities.

Furthermore, based on the type of school, 60% of respondents came from high schools and 40% from vocational schools. This proportion illustrates the relatively balanced composition of secondary education in East Java between academic and vocational schools; therefore, the results of this study are expected to reflect the variation in the practice of Strategic Human Resource Management (SHRM) in the two types of educational institutions. Overall, the characteristics of the respondents show that this study involved diverse participants in terms of age, experience, and educational background; therefore, the results of the analysis are expected to provide a representative picture of the implementation of SHRM and its influence on the motivation and performance of teachers in public high schools in East Java.

4.2 Results of Outer Model Analysis (PLS-SEM)

4.2.1 Convergent Validity (Loading, CR, AVE, Alpha)

Table 2. Convergent validity and reliability results of SHRM construct (X)

Indicator	Loading
$X_{1.1}$	0.82
$X_{1.2}$	0.79
$X_{1.3}$	0.84
$X_{2.1}$	0.77
$X_{2.2}$	0.74
$X_{2.3}$	0.58 (deleted)
$X_{3.1}$	0.80
$X_{3.2}$	0.73
$X_{3.3}$	0.78
$X_{4.1}$	0.86
$X_{4.2}$	0.83
$X_{4.3}$	0.81

Table 2 reports the outer loadings and reliability statistics for the SHRM (X) construct. Except for indicator $X_{2.3}$, whose loading of 0.58 fell below the recommended 0.70 threshold and was therefore dropped from further analysis, all remaining indicators loaded above 0.70 on their intended construct, confirming sound item-level convergent validity. Reliability & validity summary (after $X_{2.3}$ is removed): CR = 0.91 | Alpha = 0.88 | AVE = 0.61 These figures exceed the recommended thresholds of 0.70 for Composite Reliability and Cronbach's Alpha and 0.50 for Average Variance Extracted, confirming that the SHRM construct is measured with strong internal consistency and captures a substantial share of indicator variance.

Table 3. Convergent validity and reliability results of work motivation construct (M)

Indicator	Loading
$M_{1.1}$	0.79
$M_{1.2}$	0.82
$M_{1.3}$	0.76
$M_{2.1}$	0.84
$M_{2.2}$	0.78
$M_{2.3}$	0.75
$M_{3.1}$	0.80
$M_{3.2}$	0.77
$M_{3.3}$	0.81

Table 3 presents the outer loadings and reliability indices for the work motivation (M) construct. All nine indicators, spanning intrinsic motivation, extrinsic motivation, and organizational support, loaded above 0.70 on their intended construct, indicating sound convergent validity. Summary: CR = 0.92 |

Alpha = 0.90 | AVE = 0.64 These results confirm that the work motivation construct is both reliable and well represented by its underlying indicators, with no items requiring elimination.

Table 4. Convergent validity and reliability results of teacher performance construct (Y)

Indicator	Loading
$Y_{1.1}$	0.83
$Y_{1.2}$	0.79
$Y_{1.3}$	0.76
$Y_{2.1}$	0.88
$Y_{2.2}$	0.81
$Y_{2.3}$	0.77
$Y_{3.1}$	0.80
$Y_{3.2}$	0.74
$Y_{4.1}$	0.85

Table 4 displays the outer loadings and reliability statistics for the teacher performance (Y) construct. All nine indicators, covering learning planning, implementation, evaluation, and professionalism development, demonstrated loadings above 0.70, confirming that each item strongly represents its underlying dimension. Summary: CR = 0.93 | Alpha = 0.91 | AVE = 0.66 Collectively, these results indicate that the teacher performance construct is measured with high reliability and validity, providing a solid basis for subsequent structural model testing.

The results presented in Tables 2–4 indicate that all three constructs satisfied the criteria for convergent validity and reliability. The outer loadings of the retained indicators exceeded the recommended threshold of 0.70, while the Composite Reliability and Cronbach's Alpha values were above 0.70, demonstrating satisfactory internal consistency. In addition, all constructs achieved Average Variance Extracted (AVE) values greater than 0.50, confirming adequate convergent validity. One indicator ($X_{2.3}$) with an outer loading of 0.58 was removed from the measurement model. Following its removal, the Composite Reliability and AVE values improved while remaining above the recommended thresholds, indicating that the revised measurement model met the established validity and reliability criteria.

4.2.2 Discriminant Validity – Fornell–Larcker

Table 5. Fornell–Larcker criterion for discriminant validity

Construct	$\sqrt{\text{AVE}}$	SHRM (X)	Motivation (M)	Performance (Y)
SHRM (X)	0.781	0.781	0.68	0.55
Motivation (M)	0.800	0.68	0.800	0.62
Performance (Y)	0.812	0.55	0.62	0.812

Table 5 presents the Fornell-Larcker criterion used to assess discriminant validity among the three latent constructs. Interpretation: The value of the square root of AVE (thick diagonal) is greater than the correlation between constructs in the same row/column → discriminant validity is met. This indicates that each construct shares more variance with its own indicators than with the other constructs in the model, confirming that SHRM, work motivation, and teacher performance remain empirically distinct despite their theoretical interrelationships.

4.2.3 Discriminant Validity – HTMT

Table 6. Heterotrait–Monotrait Ratio (HTMT) Test Results

Construct Pairs	HTMT
SHRM ↔ Motivation	0.78
SHRM ↔ Performance	0.66
Motivation ↔ Performance	0.73

Table 6 reports the Heterotrait-Monotrait ratio (HTMT), a more stringent test of discriminant validity than the Fornell-Larcker criterion. Interpretation: The entire HTMT value was < 0.85 , indicating an adequate discriminator between constructs. Because all HTMT ratios remained comfortably below the conservative threshold of 0.85, this test provides further confirmation that the three constructs, although conceptually related, are statistically distinguishable from one another.

4.2.4 Summary Cross-Loadings (Extracts representative indicators)

Table 7. Representative cross-loading values of indicators

Indicator	SHRM (X)	Motivation (M)	Performance (Y)
$X_{4.1}$	0.86	0.51	0.46
$M_{2.1}$	0.57	0.84	0.54
$Y_{2.1}$	0.48	0.56	0.88

Table 7 presents representative cross-loading values for selected indicators drawn from each construct. Interpretation: Each indicator has the highest loading on its own construct compared to other constructs $\rightarrow$ supports discriminant validity. This pattern was consistent across the remaining indicators not shown in the table, reinforcing that each measurement item is most strongly associated with its intended latent construct rather than with the other two constructs.

4.2.5 Instrument Purification Results

One indicator ($X_{2.3}$) was removed from the measurement model because its outer loading (0.58) was below the recommended threshold of 0.70. All remaining indicators were retained, as their loadings exceeded the acceptable threshold and their removal would have reduced the theoretical completeness of the constructs. This refinement process follows standard PLS-SEM procedures, whereby indicators with weak loadings are iteratively eliminated to improve convergent validity while preserving the conceptual integrity of the measurement model. After the removal of $X_{2.3}$, the SHRM construct continued to represent its four theoretical dimensions strategic HR planning, training and development, performance evaluation, and reward systems ensuring that the final measurement model remained both statistically robust and theoretically meaningful for subsequent structural analysis.

4.2.6 Outer Model Conclusion

Based on the results of the loading factor, CR, AVE, Alpha, as well as the Fornell–Larcker and HTMT tests, the measurement model (outer model) met the instrument quality criteria. Thus, the analysis can be extended to the inner model (structural model) to test the causal relationships $X \rightarrow M$, $M \rightarrow Y$, and $X \rightarrow Y$ (as well as the indirect effects of $X \rightarrow Y$ through M).

4.3 Results of Inner Model Analysis (PLS-SEM)

Inner model analysis aims to evaluate the causal relationships between latent constructs and measure the predictive power of structural models. The test was conducted using SmartPLS 4.0 through a bootstrapping procedure with 5,000 resampling (Hair et al., 2021). Structural model evaluation includes multicollinearity test between constructs (VIF), determination coefficients (R^2), predictive relevance (Q^2), and testing of relationships between variables through path coefficients.

4.3.1 Multicollinearity Test (VIF)

Table 8. Multicollinearity Test (VIF) Results

Path Relationships	VIF Value
SHRM $\rightarrow$ Work Motivation	2.12
SHRM $\rightarrow$ Teacher Performance	2.84
Work Motivation $\rightarrow$ Teacher Performance	2.33

Table 8 reports the Variance Inflation Factor (VIF) values used to test for multicollinearity among the exogenous constructs in the structural model. Interpretation is all VIF values were below the threshold of 5.0 (Hair et al., 2021), indicating that there was no problem of multicollinearity. Because none of the VIF values approached the conservative threshold of 5.0, the structural path estimates can be

considered stable and largely free from distortion caused by excessive correlation among predictor constructs.

4.3.2 Coefficient of Determination (R^2)

Table 9. Coefficient of determination (R^2) results for endogenous constructs

Endogenous Constructs	R^2	Category
Work Motivation (M)	0.62	Moderate–Strong
Teacher Performance (Y)	0.71	Strong

Table 9 presents the coefficient of determination (R^2) for the two endogenous constructs in the model. Interpretation: an R^2 value of 0.62 indicates that the SHRM variable explains 62% of the variability of work motivation, while an R^2 of 0.71 indicates that the combination of SHRM and work motivation explains 71% of the variation in teacher performance. This value belongs to the strong category (Sarstedt et al., 2021), which means that the structural model has substantial explanatory power to the phenomenon being studied.

4.3.3 Predictive Relevance (Q^2)

Table 10. Predictive relevance (Q^2) results of the model

Endogenous Constructs	Q^2 (Stone-Geisser)	Information
Work Motivation	0.42	Has predictive relevance
Teacher Performance	0.55	Has high predictive relevance

Table 10 presents the Stone-Geisser Q^2 values, obtained through the blindfolding procedure, which assess the predictive relevance of the structural model for each endogenous construct. Interpretation: A positive Q^2 value (> 0) indicates that the model has good predictive capabilities. Thus, the model can predict the behavior of endogenous constructs with high accuracy. Because both values exceed zero, with teacher performance showing high predictive relevance and work motivation showing moderate predictive relevance, the model demonstrates meaningful out-of-sample predictive power for the phenomena under study.

4.3.4 Path Coefficients Test

Table 11. Path Coefficients and hypothesis testing results

Intervariable Relationships	Path Coefficients (β)	t-Statistic	p-Value	Description
SHRM $\rightarrow$ Work Motivation	0.62	11.45	0.000	Significant
SHRM $\rightarrow$ Teacher Performance	0.27	4.03	0.000	Significant
Work Motivation $\rightarrow$ Teacher Performance	0.54	9.12	0.000	Significant

Table 11 presents the path coefficients, t-statistics, and significance levels obtained through the bootstrapping procedure, forming the empirical basis for testing the three hypotheses proposed in this study. Interpretation: All relationships between variables were statistically significant ($p < 0.05$). This shows that SHRM has a positive and significant effect on teachers' work motivation, SHRM also has a direct effect on teacher performance and work motivation has a positive and significant influence on teacher performance, reinforcing the role of motivation as an important psychological variable in improving individual performance.

Figure 1 illustrates the structural model and path coefficients obtained from the PLS-SEM analysis, showing the direct and indirect relationships between SHRM, work motivation, and teacher performance. The diagram visually summarizes the magnitude and direction of the standardized path coefficients (β) among SHRM, work motivation, and teacher performance, complementing the numerical results reported in Table 11.

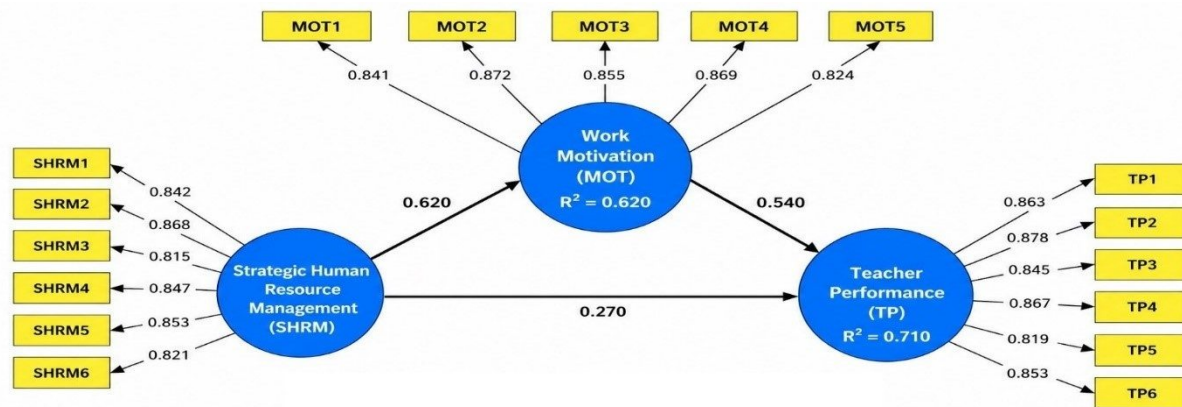


Figure 1. Structural model and path coefficients (PLS-SEM Results)

4.3.5 Mediation Test (Indirect Effect)

Table 12. Indirect effect and mediation test results

Mediation Pathway	Indirect Effect (β)	t-Statistic	p-Value	Information
SHRM $\rightarrow$ Motivation $\rightarrow$ Teacher Performance	0.34	7.28	0.000	Significant Mediation

Table 12 presents the results of the mediation (indirect effect) test used to examine whether work motivation functions as an intervening variable between SHRM and teacher performance. Interpretation: The indirect effect value of 0.34 with $t = 7.28$ ($p < 0.001$) showed that work motivation significantly mediated the relationship between SHRM and teacher performance. Because the direct effect of SHRM $\rightarrow$ Teacher Performance ($\beta = 0.27$; $p < 0.05$) remained significant after the inclusion of mediators, the form of mediation that occurred was partial mediation. This means that SHRM practice not only has a direct impact on performance improvement, but also indirectly through increased teachers' work motivation.

4.3.6 Summary of Structural Model Evaluation

Table 13. Summary of inner model evaluation and hypothesis testing

Criterion	Result	Information
VIF	2.12 – 2.84	No multicollinearity
R^2 (Motivation, Performance)	0.62; 0.71	Powerful models
Q^2 (Motivation, Performance)	0.42; 0.55	Good predictive
Path Coefficients	All significant ($p < 0.05$)	Strong positive relationships
Mediation	$\beta = 0.34$; $p < 0.001$	Significant partial mediation

Table 13 consolidates the outer and inner model evaluation results reported in the preceding tables into a single summary. Across all criteria examined, the model shows no evidence of multicollinearity (VIF values between 2.12 and 2.84), explains a moderate-to-strong proportion of variance in both endogenous constructs (R^2 of 0.62 and 0.71), demonstrates adequate to high predictive relevance (Q^2 of 0.42 and 0.55), and yields statistically significant path coefficients for all three hypothesized relationships. The mediation analysis further confirms a significant partial mediating role for work motivation ($\beta = 0.34$; $p < 0.001$). Taken together, this consolidated evidence indicates that the structural model as a whole provides a robust and reliable empirical basis for testing the study's three hypotheses.

4.3.7 Summary of Inner Model Findings

The results of the internal model analysis show that the implementation of SHRM in educational institutions plays an important role in improving work motivation and teacher performance. These

findings strengthen the theory of the RBV ([Barney, 1991](#)), which states that human resources are strategic assets that produce competitive advantages through increased competence and work motivation. In addition, these results are also consistent with the theory of self-determination ([Deci & Ryan, 2000](#)), where the fulfillment of the needs for autonomy, competence, and social connectedness contributes to an increase in teachers' intrinsic motivation. Thus, the implementation of an effective SHRM policy can create a work system that motivates, is productive, and supports teachers' professionalism.

4.4 Discussion of Research Results

4.4.1 The Influence of Strategic Human Resource Management on Work Motivation

As illustrated in Figure 1, the structural model confirms that Strategic Human Resource Management (SHRM) influences teacher performance both directly and indirectly through Work Motivation (WM). The results show that SHRM has a positive and significant effect on teachers' work motivation ($\beta = 0.62$; $t = 11.45$; $p < 0.001$). This finding indicates that the more effectively human resource management strategies are implemented, the higher the level of teachers' motivation in secondary schools will be. This result can be explained by the Resource-Based View (RBV) theory, which posits that human resources are unique, valuable, and difficult-to-imitate strategic assets that can generate sustainable competitive advantages ([Barney, 1991](#); [Wright, Coff, & Moliterno, 2014](#)). In educational institutions, teachers represent critical human capital. The way they are strategically managed determines the level of motivation and engagement in carrying out professional responsibilities. In educational settings, SHRM practices include competency-based recruitment, continuous professional training and performance-based reward systems. The implementation of these practices not only improves technical competencies but also creates a supportive work environment that provides professional recognition and autonomy to teachers ([Arar & Oplatka, 2023](#)). Institutions that consistently apply SHRM are more likely to foster a strong sense of belonging and organizational commitment among educators.

These findings are consistent with those of [Nguyen, Tran, and Le \(2022\)](#), who found that SHRM implementation directly enhances motivation and commitment among public sector employees in Vietnam. Similarly, [Chaudhary \(2021\)](#) showed that strategic HR practices in higher-education institutions in India significantly increase work motivation, particularly when employees are involved in organizational decision-making. This suggests that work motivation is not formed spontaneously but is the outcome of a well-designed HR management system aligned with the organizational strategy. In addition to the global evidence, similar findings have been observed in the Indonesian context. Recent studies indicate that implementing strategic human resource management practices in schools significantly improves teacher motivation and performance. Structured HR policies, including continuous professional development and performance-based evaluation systems, are closely associated with increased teacher commitment and effectiveness ([Susanti, Rahmawati, & Prasetyo, 2023](#)). This shows that SHRM is highly relevant in developing countries such as Indonesia, where institutional capacity and human resource quality are critical factors in educational improvement.

Furthermore, these findings support the Self-Determination Theory (SDT) proposed by [Deci and Ryan \(2000\)](#), which emphasizes that intrinsic motivation increases when the basic psychological needs of autonomy, competence, and relatedness are fulfilled. In this study, SHRM practices contribute to all three dimensions: autonomy through teacher involvement in decision-making, competence through training and professional development, and relatedness through a collaborative work culture. Therefore, SHRM functions as a structural mechanism that strengthens teachers' internal motivation beyond merely providing financial incentives. In addition to strengthening intrinsic motivation, SHRM also increases teachers' extrinsic motivation through awards and recognition of achievements. Previous studies [Arar and Oplatka \(2023\)](#); [Chaudhary \(2021\)](#); [Gede \(2026\)](#) have emphasized that managerial support, open communication, and clarity of roles are the main drivers of motivation in the education sector. Thus, the results of this study confirm that SHRM has a multidimensional effect on teacher motivation through both psychological (intrinsic) and systemic (extrinsic) mechanisms.

4.4.2 The Effect of Work Motivation on Teacher Performance

The findings indicate that work motivation has a positive and significant effect on teacher performance ($\beta = 0.54$, $t = 9.12$, $p < 0.001$). This means that teachers with higher motivation tend to demonstrate better performance in learning planning, teaching implementation, and evaluating student learning outcomes. This result is supported by [Sjarifudin, Widyastuti, Renwarin, and Suroso \(2025\)](#), who found that work motivation significantly improves employee performance through self-efficacy, discipline, and compensation. Although their study was conducted in textile and garment companies, its findings remain relevant to the educational context because both settings show that motivation serves as a psychological mechanism that transforms individual capability and organizational support into performance outcomes. This finding also supports the Ability Motivation Opportunity (AMO) model proposed by [Appelbaum, Bailey, Berg, Kalleberg, and Bailey \(2000\)](#), which states that individual performance is determined by ability, motivation, and opportunity.

In the context of teachers, motivation enables professional competence to be translated into actual classroom performance. Motivated teachers are more likely to prepare learning materials carefully, apply creative teaching methods, and conduct reflective evaluations of student-learning outcomes. [Zou, Yao, Zhang, and Huang \(2024\)](#) emphasized that teachers' intrinsic motivation is positively associated with teaching efficacy and student engagement in the classroom. Similarly, [Bahrumasyah \(2023\)](#) found that strong motivation, particularly when supported by transformational leadership, can improve teacher work effectiveness, discipline, creativity, and loyalty. These findings are also consistent with those of [Haruna \(2025\)](#), who identified work motivation as a key predictor of improved teacher performance.

From the perspective of Self-Determination Theory, motivation contributes to sustainable performance when individuals experience autonomy, competence, and meaningful work ([Deci & Ryan, 2000](#)). In this study, pride in the teaching profession and commitment to the educational mission emerged as important drivers of consistent, high-quality teacher performance. This argument is reinforced by [Untari, Fajariana, Selvi, Huda, and Supardi \(2026\)](#), who showed that motivation, training, and self-efficacy are closely related to employee performance through their engagement. Therefore, educational institutions must balance financial and non-financial incentives to maintain teacher motivation and strengthen long-term professional performance. This argument is also supported by [Konjala and Wulansari \(2025\)](#), who found that motivation plays an important role in improving civil servant performance, while compensation alone is insufficient to explain performance improvement. Their findings are relevant to the educational context because teacher performance is shaped not only by financial rewards but also by intrinsic motivation, professional recognition, and organizational support. These findings further support [Putri, Kurniawan, Ruma, Sahabuddin, and Burhanuddin \(2023\)](#); [Siregar and Khoiri \(2023\)](#), who stated that work motivation contributes significantly to commitment, work discipline, and employee performance in Indonesia. Thus, work motivation can be understood as a critical psychological mechanism that bridges HR policies and teacher performance.

4.4.3 The Influence of Strategic Human Resource Management on Teacher Performance

The results showed that Strategic Human Resource Management (SHRM) had a direct, positive, and significant effect on teacher performance ($\beta = 0.27$; $t = 4.03$; $p < 0.001$). This indicates that strategically designed HR practices, including continuous training, data-based performance evaluation, and reward systems, can directly improve teachers' professional performance. This finding is consistent with [Wright and McMahan \(2011\)](#), who argued that aligning HR policies with organizational strategies creates positive synergies for productivity and workforce performance.

This finding is also supported by [Rachman, Susanto, and Mustika \(2025\)](#), who found that training, work motivation, transformational leadership, and organizational culture are important determinants of employees' performance. Their study is relevant to the educational context because SHRM in schools operates through similar mechanisms, particularly teacher training, supportive leadership, motivational systems and collaborative school culture. In line with this, [Mahardhika and Raharja \(2023\)](#) showed that SHRM improves educational organizational effectiveness by optimizing teacher

competence and strengthening a collaborative work culture. Teachers involved in strategic HR systems tend to better understand institutional goals and feel more connected to their school's vision.

Furthermore, [Mirzayi and Motaghi \(2024\)](#) found that SHRM practices emphasizing employee empowerment and participatory performance management can improve productivity and job satisfaction simultaneously. From the Ability Motivation Opportunity (AMO) perspective, SHRM creates an opportunity context that enables teachers to use their abilities optimally ([Appelbaum, Bailey, Berg, Kalleberg, & Bailey, 2000](#)). Effective HR policies provide teachers with the space to innovate, participate in academic decision-making, and develop professionally.

These findings suggest that SHRM is relevant not only in business organizations but also in educational institutions. In the context of educational reform, schools need HR systems that place teachers as strategic human capital through structured training, fair performance appraisal, professional recognition, and participatory leadership. This argument is reinforced by [Untari, Fajariana, Selvi, Huda, and Supardi \(2026\)](#), who emphasized that motivation, training, and self-efficacy contribute to employee performance through their engagement. Thus, SHRM can be understood as a strategic approach that strengthens teacher competence, motivation, and performance in educational institutions.

4.4.4 The Role of Work Motivation Mediation between SHRM and Teacher Performance

The mediation test showed that work motivation partially mediated the relationship between SHRM and teacher performance ($\beta = 0.34$, $t = 7.28$, $p < 0.001$). This indicates that SHRM improves teacher performance directly and indirectly by strengthening teachers' work motivation. In other words, motivation functions as a psychological mechanism that connects strategic HR practices to individual performance outcomes. This finding is consistent with [Jumawan, Ali, Sawitri, and Rony \(2025\)](#), who found that leadership, capabilities, and organizational culture influence employee performance directly and indirectly through motivation. Their study supports the argument that organizational and managerial factors do not automatically improve performance but operate through motivational mechanisms that shape employees' willingness, commitment, and behavioral effort. Similarly, [Putra, Ahadiyat, and Keumalahayati \(2023\)](#) confirmed that motivation mediates the relationship between leadership style and employee performance, reinforcing the role of motivation as an intervening variable in improving performance.

[Sanjaya, Wibisono, and Saijiyo \(2024\)](#) found that work motivation functions as an intervening variable in the relationship between bureaucratic leadership style, work culture, work discipline, and employee performance. Although their study was conducted in a public sector organization, its findings are relevant to public schools because both settings depend on leadership, organizational culture, discipline, and motivation to improve the performance of employees. In the educational context, a strategically designed HR system, including periodic training, transparent performance evaluation, and merit-based reward systems, can increase teacher motivation and ultimately improve teaching quality and student-learning outcomes. This study also extends the findings of [Jumawan et al. \(2025\)](#); [Putra, Ahadiyat, and Keumalahayati \(2023\)](#); [Sanjaya et al. \(2024\)](#), which emphasized the mediating role of motivation in the relationship between organizational or managerial factors and employee performance. Thus, strategic HR practices can be understood as catalysts that transform motivation into performance outcomes. The partial mediation found in this study also indicates that SHRM still has a direct influence on teacher performance through career development policies, academic supervision systems, and collaborative organizational culture. These findings affirm that educational HRM should not be treated merely as an administrative function but as a strategic and empowering approach to improving teacher performance.

4.4.5 Theoretical and Empirical Synthesis

Overall, the results of the study support a conceptual model built on the Resource-Based View, Self-Determination Theory, and AMO Model. The three complement each other in explaining how SHRM practices affect teacher performance through their work motivation. From the perspective of RBV, teachers are strategic human capital whose value, uniqueness, and difficulty to imitate can support

institutional excellence when managed through coherent HR policies and practices ([Barney, 1991](#); [Wright, Coff, & Moliterno, 2014](#); [Wright, & McMahan, 2011](#)). From the perspective of SDT, work motivation is a psychological factor that mediates the influence of SHRM on performance behavior through the fulfillment of autonomy and competence needs ([Deci & Ryan, 2000](#)). From the perspective of the AMO model, SHRM provides the ability, motivation, and opportunities that enable teachers to achieve optimal performance ([Appelbaum, Bailey, Berg, Kalleberg, & Bailey, 2000](#)). These empirical findings show that SHRM practice is effective not only as a managerial instrument but also as an approach that fosters a culture of professionalism and work ethic in educational organizations. Thus, the results of this study make an important contribution to the literature on strategic HR in education by emphasizing that work motivation is the main link between strategic HR policies and improving teacher performance.

4.4.6 Practical and Policy Implications

Beyond its theoretical contributions, this study offers several practical insights for educational stakeholders. At the school level, the findings highlight the importance of implementing human resource management practices in a structured and strategic manner. Schools are encouraged to move beyond administrative routines and design systems that actively support teacher development, such as continuous training programs, transparent performance evaluations, and fair reward mechanisms. When teachers feel involved, recognized, and supported, their motivation tends to grow naturally, which ultimately strengthens their classroom performance.

For school principals, these results underline the need to act as strategic leaders, not just administrators. Aligning human resource policies with the school's vision and learning goals is crucial for creating a productive and psychologically supportive work environment. A principal who fosters collaboration, trust, and professional growth can significantly influence teachers' perceptions of their work and responsibilities. At the policy level, this study suggests that educational authorities should pay more attention to the strategic dimension of teacher management. Current policies often emphasize training and certification, but less attention is given to how these efforts are integrated into a coherent HR system. Therefore, adopting SHRM principles, such as merit-based evaluation, data-driven decision-making, and integrated digital HR systems, can help improve the effectiveness of teacher development programs. These efforts are closely aligned with the spirit of *Merdeka Belajar*, which promotes teacher autonomy and professional growth as key drivers of educational transformation in Indonesia.

5. Conclusions

5.1 Conclusion

This study examines the influence of Strategic Human Resource Management (SHRM) on teacher performance, with work motivation as a mediating variable, using PLS-SEM on data from 350 high school and vocational school teachers in East Java Province. The findings show that SHRM has a positive and significant effect on teachers' work motivation and performance both directly and indirectly. Strategic HR practices, including HR planning, training and development, performance appraisal, and reward systems, have been proven to strengthen teachers' intrinsic and extrinsic motivation and improve their professional performance.

Theoretically, this study reinforces the integration of the Resource-Based View (RBV), Self-Determination Theory (SDT), and the Ability Motivation Opportunity (AMO) model in explaining how SHRM affects teacher behavior and performance. SHRM creates a supportive work environment, fulfills teachers' needs for autonomy and competence, and provides opportunities for professional growth. Work motivation is a key psychological mechanism linking HR policies to improved teacher performance. Practically, the findings suggest that schools and education authorities must move beyond administrative HR practices toward more strategic teacher management. This includes continuous professional development, transparent performance appraisals, fair reward systems, digital HR governance, and stronger principal leadership. Overall, SHRM is a relevant educational management approach that positions teachers as strategic human capital and central actors in improving educational quality.

5.2 Research Limitations

This study had several limitations. First, the research was conducted only among public high school and vocational school teachers in East Java. Therefore, the findings may not fully represent the broader educational context in Indonesia, particularly private schools, religious-based schools, or schools located in regions with different socioeconomic and institutional conditions. Second, this study focused only on three main variables: Strategic Human Resource Management, work motivation, and teacher performance. Although these variables are theoretically relevant, teacher performance may also be influenced by other factors such as principal leadership, school culture, organizational commitment, teacher engagement, workload, digital competence, and student-related conditions. Third, this study used a cross-sectional design, which means that data were collected at one point in time. Consequently, this study cannot fully capture long-term changes in teacher motivation and performance after the implementation of SHRM practices. Fourth, the data were collected through self-reported questionnaires, which may have created the possibility of subjective bias in respondents' answers. Despite these limitations, this study provides useful empirical evidence on the importance of SHRM in improving teacher motivation and performance in public secondary education.

5.3 Suggestions and Directions for Future Research

Future research should expand the geographical scope by involving teachers from different provinces in Indonesia to obtain a more comprehensive understanding of SHRM practices in diverse educational contexts. Comparative studies between public and private schools, general and vocational schools, or urban and rural schools would also be valuable in identifying whether the influence of SHRM on teacher performance differs across institutional settings. Future studies may also include additional variables, such as principal leadership, organizational climate, school culture, teacher engagement, organizational commitment, digital HR governance, and teacher well-being, to provide a more complete explanation of teacher performance.

Future research should consider using longitudinal designs to examine how SHRM practices influence work motivation and teacher performance over time. This approach would help clarify whether strategic HR policies produce sustainable improvements in teacher behavior and in institutional outcomes. Mixed methods research is also recommended, as qualitative interviews or case studies can enrich quantitative findings by capturing teachers' experiences, perceptions, and challenges in responding to SHRM practices. These directions can strengthen future studies on educational HRM and contribute to more effective policies for teacher management.

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Author Contributions

IR contributed to conceptualization, methodology, data collection, and original draft writing. HJF contributed to the data analysis, validation, interpretation of the findings, and manuscript review and editing. Both authors have read and approved the final manuscript.

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