

Enhancing Student Learning Motivation through Effective Management of Education and Educational Personnel at SMP Al-Amanah Cileunyi

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Abstract

This qualitative study explores the influence of educator and educational personnel management on students' learning motivation at SMP Al-Amanah Cileunyi, Bandung Regency. Using descriptive methods, data were gathered through observations, interviews with teachers, administrative staff, and students, as well as documentation analysis. The findings reveal that effective management of educators, particularly through structured training such as digital-based teaching, Canva, and Quizizz workshops, has enhanced instructional quality and student engagement. Teachers who apply innovative methods contribute significantly to increasing student motivation by making lessons more interactive and enjoyable. Additionally, the study highlights the vital role of educational personnel in supporting the learning environment. Administrative staff who ensure classroom cleanliness, timely availability of learning materials, and a well-maintained school atmosphere contribute to a more conducive space for learning. Students report higher enthusiasm and

focus when learning environments are clean, organized, and supported with multimedia tools.

Keywords: *Learning Motivation; Educational Staff; Educators*

Introduction

Human resources play a vital and irreplaceable role, both individually and collectively, in ensuring the smooth operation of any organization. They are not only responsible for implementing institutional activities but also serve as critical indicators of progress and decline. In the context of educational institutions, human resources—particularly educators and educational staff—are fundamental to the implementation of effective programs that shape character, academic skills, and moral integrity. According to Darling-Hammond et al. (2020), teacher quality remains the most influential factor in student achievement. Thus, the presence of competent educators and educational staff is indispensable to enhancing institutional quality. Educational institutions must prioritize the development of their human capital to sustain relevance and adaptability in a fast-evolving global environment (OECD, 2020).

The strategic role of educational human resources is also supported by national policies. Indonesia's Law No. 20 of 2003 concerning the National Education System defines educators as individuals engaged in organizing education, including teachers, counselors, tutors, and facilitators. Internationally, similar principles are emphasized. According to Fullan and Quinn (2020), the ability to drive deep learning in educational systems relies heavily on professional capacity, particularly in schools. This requires not only recruiting talented personnel but also continuous efforts in human resource management (HRM) such as planning, training, appraisal, and organizational support (Bush & Glover, 2019). These systemic efforts contribute to a culture of quality and innovation in schools.

At the secondary school level, the influence of educators and educational personnel is evident in how they stimulate intellectual engagement and personal development. Educators who employ active

learning strategies and differentiated instruction contribute significantly to student motivation (Hattie, 2023). Additionally, when educational staff manage learning resources and maintain orderly environments, students are more likely to participate actively in their education. Ghufroon et al. (2024) emphasize that effective instruction must be student-centered and adapted to learner needs, and that teacher development programs have a measurable impact on engagement and outcomes.

Student learning motivation is a multidimensional construct influenced by internal dispositions and external stimuli. Within the framework of educational psychology, motivation is understood as a dynamic factor that determines persistence, effort, and enthusiasm in learning activities (Schunk et al., 2022). Jamal et al. (2023) further assert that motivation is shaped through instructional interactions and the classroom climate. It can be strengthened when learners perceive challenges as achievable, feel supported by teachers, and receive meaningful feedback. In this context, both the quality of teacher-student relationships and school-wide support structures play a key role in sustaining motivation over time.

Moreover, educational staff contribute indirectly to students' learning success by managing administrative, technical, and infrastructural systems. Their roles include ensuring that classrooms are conducive to learning, that teaching materials are available, and that school processes run smoothly. According to Walker and Ko (2021), effective support systems amplify the impact of teaching by removing barriers that can hinder learning. This synergy between teaching and support services fosters a holistic school ecosystem, where every actor plays a role in cultivating motivation and achievement.

The intersection between human resource management and teaching personnel highlights the strategic significance of staff performance in achieving institutional goals. HRM practices such as performance reviews, mentorship programs, and well-structured professional development initiatives are critical to fostering teacher effectiveness (Odden & Kelly, 2020). These approaches align personnel competencies

with school improvement strategies and ensure continuous alignment with pedagogical innovation and student needs.

In schools such as SMP Al-Amanah Cileunyi, efforts to integrate digital tools and teacher training programs have resulted in more interactive and engaging classrooms. These initiatives reflect the findings of OECD (2021), which emphasize that technology-enhanced teaching, when supported by pedagogical frameworks, leads to improved student motivation. Teachers who integrate tools such as gamified learning platforms or project-based learning frameworks report higher student participation and improved comprehension.

Additionally, support personnel in the school have been instrumental in ensuring that resources are available and learning environments remain safe and organized. As stated by Chen and Yu (2020), when students perceive their environment as clean, safe, and resource-rich, their capacity to concentrate and enjoy learning increases significantly. Such environmental factors, while sometimes underappreciated, play a foundational role in shaping motivation.

Student perspectives also confirm these relationships. As revealed in the school's internal surveys and interviews, students report greater motivation when teachers utilize visual or interactive materials and when classrooms are structured for comfort and collaboration. These findings are consistent with research by Sun and Gao (2023), which links digital integration and personalized instruction with increased academic effort and satisfaction.

The strategic management of educators and educational personnel is crucial to fostering student learning motivation. This includes not only equipping teachers with the skills and tools necessary to deliver meaningful instruction but also ensuring that support staff maintain the infrastructure needed for educational success. Institutions that invest in their human capital—through training, support systems, and structured collaboration—are more likely to see lasting improvements in student engagement and performance.

Method

This study employs a qualitative research method, which emphasizes the depth of understanding and interpretation of human experiences rather than statistical generalization. As Creswell and Poth (2018) suggest, qualitative research seeks to explore and interpret the meaning individuals or groups ascribe to social or human problems. The goal is to uncover insights into the subjective perspectives and lived realities of participants. This method allows for the rich, contextual description of data, relying on language and discourse instead of numerical measurements (Silverman, 2021). By prioritizing narrative accounts and the meanings behind observed behavior, qualitative research is particularly suited for investigating the complex interactions and contextual factors influencing educational environments (Patton, 2023).

As emphasized by Merriam and Tisdell (2016), qualitative research is naturalistic in nature, meaning it is conducted in real-world settings without manipulation or experimental control. This aligns with Denzin and Lincoln's (2018) notion of qualitative inquiry as a process that preserves the authenticity of participants' experiences. Unlike quantitative designs, this method does not rely on standardized instruments but rather allows patterns and themes to emerge through observation, interviews, and document analysis. According to Yin (2023), this approach is grounded in constructivist epistemology, seeking to understand how individuals make meaning within their specific social contexts. Therefore, the study's reliance on non-standardized data collection instruments ensures that the interpretation remains grounded in participant realities, respecting their voices and the natural setting of the research site.

The research applies a descriptive approach, aiming to systematically portray and explain the phenomena under investigation. This approach is appropriate when the goal is to understand existing conditions without intervening or manipulating variables (Ary et al., 2019). It allows for in-depth exploration of real-life dynamics within educational institutions, especially those related to human resource management and its influence on student motivation. Descriptive research offers a way to provide

detailed contextual accounts, capturing the interactions and structures that shape individual behavior and institutional outcomes (Flick, 2018). As defined by Nassaji (2015), this method enables a holistic presentation of phenomena by documenting observable patterns, making it particularly suitable for understanding the interaction between management practices and student engagement in a natural school setting.

The research site for this study is SMP Al-Amanah, located in Cileunyi District, Bandung Regency, West Java, Indonesia. The study was conducted on December 11, 2024, focusing on the role of educators and educational staff in fostering student motivation. This location was purposefully selected due to its accessibility and relevance to the research objectives. As recommended by Creswell and Creswell (2022), purposeful sampling is suitable when selecting participants or settings that best facilitate the understanding of a particular phenomenon. The school represents a typical secondary educational institution, offering a realistic context in which to examine how human resource management practices are implemented and experienced in daily school operations. Its organizational dynamics, structure, and staff-student interactions provided rich data sources for qualitative inquiry.

In terms of data collection, this research utilized triangulated techniques including observation, interviews, and document analysis. As noted by Tracy (2020), the credibility of qualitative findings is strengthened when data are collected from multiple sources. Observation enabled the researcher to document real-time activities and interactions without interference, while semi-structured interviews allowed for open-ended responses that captured the depth of participants' perspectives. Interviews were conducted with the school principal, teachers, and students, following ethical procedures of informed consent and confidentiality. Document analysis involved reviewing school records, reports, and administrative files to validate and cross-check emerging themes. These triangulation strategies, as outlined by Patton (2023), enhance the trustworthiness of qualitative research by ensuring data saturation and interpretive consistency.

Result and Discussion

The Crucial Role of Teacher Management

According to the *Kamus Besar Bahasa Indonesia* (Indonesian Dictionary), a teacher (pendidik) is defined as an individual whose task is to educate. Komariah and Triatna (2006, p. 42) argue that teachers serve as the front line in the world of education. This perspective highlights that teachers are essential actors in determining the success or failure of a school or madrasa. Given this, educational institutions must recruit and support teachers who demonstrate a high level of dedication, not only in instructional activities but also in the broader mission of improving national human resource capacity. Teachers are not just conveyors of information but agents of transformation whose presence can uplift educational quality and student outcomes. Institutions should prioritize the continuous development of teachers' skills and professionalism to ensure that teaching practices are aligned with national educational standards and student needs. When schools cultivate such educators, they lay a strong foundation for meaningful and sustainable learning improvements.

Dilshad and Iqbal (2010, p. 408) emphasize that "teacher educators, being key stakeholders, play an important role in reforming and improving the quality of teacher education programs." This indicates that educators not only have instructional responsibilities but also serve as central agents in educational reform. Their involvement in both formal and informal training programs enhances their competencies and ensures they remain aligned with educational goals and pedagogical advances. As such, teachers are expected to actively participate in professional development programs organized by schools or education authorities to improve their instructional quality. Teachers who continuously expand their skills—whether in subject mastery, pedagogical innovation, or classroom management—are better positioned to meet the evolving needs of students. They also help to build a learning culture that is responsive, inclusive, and future-oriented. Thus, investment in teacher

capacity is synonymous with investment in educational excellence and equity.

Teachers are widely recognized as essential contributors to school improvement. Their core responsibilities include teaching, mentoring, guiding, and evaluating students at various educational levels, from elementary to secondary. The *Draft Government Regulation (RPP)* of 2005, Chapter XII, Article 139 states that the term “educator” encompasses teachers, lecturers, counselors, learning mentors, instructors, facilitators, trainers, and other professional roles that serve as learning agents. Furthermore, Government Regulation No. 19 of 2005 concerning the *National Education Standards*, Chapter VI, Article 28, outlines four primary competencies required of educators at early childhood, primary, and secondary levels: pedagogical, personal, professional, and social. These competencies are essential for ensuring that educators can provide comprehensive, ethical, and high-quality instruction. Teachers who possess these qualifications are more likely to influence student motivation, cognitive development, and emotional well-being positively. Therefore, the cultivation of professional teaching competencies should be a continuous institutional priority at all levels of education.

Teachers are not merely figures of instruction; they are educators who play a strategic role in nurturing students toward becoming individuals with high-quality character and intellectual capacity. Their functions go beyond transferring knowledge to include mentoring, coaching, and fostering lifelong learning attitudes. Teachers serve as role models, instilling values such as discipline, cooperation, responsibility, and creativity. Their presence in schools is a cornerstone of educational success. A well-managed teaching workforce ensures that learning environments remain dynamic, student-centered, and responsive to societal shifts. For these reasons, educational institutions must prioritize strategic teacher management—recruiting qualified individuals, supporting continuous professional development, and ensuring that teachers receive institutional support to perform their duties effectively and meaningfully.

The Crucial Role of Educational Support Personnel

Educational support personnel are individuals who contribute to the functioning of educational institutions through roles outside direct classroom instruction. Their primary responsibilities include administrative operations, technical assistance, institutional supervision, and infrastructure maintenance—all of which are critical in ensuring educational continuity and quality. According to Indonesia's Law No. 20 of 2003 on the National Education System, Article 1, Paragraph 5, “educational support personnel are members of society who devote themselves and are appointed to support the administration of education.” This framework affirms their essential role in sustaining educational delivery and system resilience. Though they do not typically engage in teaching, their involvement in managing school environments, supporting pedagogy, and ensuring compliance with institutional protocols is vital. Recent literature emphasizes that the contribution of non-teaching staff is indispensable to holistic education systems and student achievement (OECD, 2021; Kools & Stoll, 2020). Their professionalism and integration into strategic school development are not optional but a requisite for achieving educational goals at both the institutional and national levels.

A broader regulatory definition is provided in Article 140, Paragraph 1 of the 2005 Draft Government Regulation, Chapter XII, which includes principals, non-formal education supervisors, educational inspectors, librarians, laboratory technicians, learning technologists, administrative officers, and support service personnel such as psychologists, social workers, therapists, and janitors. While diverse in scope, these roles share a common function in ensuring that teaching and learning occur in an organized, safe, and resourceful environment. Effective support services alleviate the administrative and technical burdens on teachers, allowing them to focus on instruction and student development. According to recent global studies, support staff play an integral part in shaping inclusive and responsive education systems, particularly when properly trained and included in school governance (UNESCO, 2022; OECD,

2021). Their role should therefore be acknowledged as strategic rather than supplementary. Institutions that invest in the professional growth and systematic management of support personnel are better positioned to improve both operational effectiveness and educational outcomes (Pont, Nusche, & Moorman, 2020).

To ensure quality and competence across teaching and support roles, education institutions must implement comprehensive management systems that prioritize human capital development, infrastructure utilization, and process optimization. Such systems rely on classic yet still relevant management principles—planning, organizing, actuating, and controlling—each adapted to the educational environment (Bush & Glover, 2022). A strong educational management structure involves continuous capacity building through professional development programs, performance evaluation, and goal alignment. Notably, role clarity and effective communication between educators and support personnel are necessary to minimize inefficiencies and promote accountability (Fullan & Gallagher, 2020). Research also shows that schools with clear support staff development plans and structured appraisal systems exhibit better institutional coherence and student outcomes (Day & Sammons, 2023). Therefore, both human resource coordination and role integration are critical to creating a productive educational ecosystem.

Planning, as the first key management principle, enables institutions to set coherent goals and design strategies that reflect institutional priorities. This includes curriculum development plans, staff training schedules, and resource distribution strategies aligned with school missions (Harris & Jones, 2021). Organizing, the second principle, involves structuring personnel and resources in a manner that supports operational goals. Assigning roles based on qualifications and establishing transparent organizational hierarchies contribute to smoother school operations. Actuating refers to mobilizing all stakeholders—teachers, staff, students, and the wider community—toward achieving educational objectives. This includes fostering a culture of collaboration and innovation in pedagogy and administrative

functions. When applied effectively, these principles lay the groundwork for dynamic and responsive educational institutions, ensuring sustainability and continued improvement.

Student Learning Motivation

Student learning motivation refers to both internal and external driving forces that influence students' engagement in the learning process, ultimately aimed at achieving educational goals and improving academic abilities. This motivation is one of the most important factors that encourage students to participate in learning activities and take responsibility for their own educational outcomes. As emphasized by Sardiman A.M. (2018), motivation is an internal force that drives students to engage in learning activities, providing direction, purpose, and consistency in their efforts. In a similar vein, Schunk (2012) defines learning motivation as a process that connects goals with actions, oriented toward improving learning outcomes, and influenced by students' self-confidence and their perception of success. Based on these perspectives, it can be concluded that student learning motivation is a dynamic process that energizes students to learn, directs their behavior, and helps them set and achieve academic goals. It plays a crucial role in nurturing students' interests and talents, stimulating curiosity, and encouraging a sustained effort in academic pursuits. Motivation enhances resilience and independence, enabling students to persevere through learning challenges and engage in self-directed study without over-reliance on external support.

The Relationship between Teacher and Educational Personnel Management and Student Learning Motivation

The management of teacher and educational staff competencies is a critical component in improving the quality of education. A strong correlation exists between the effective management of educational personnel and enhanced student learning motivation. When teachers are well-managed through continuous professional development and skills training, they are more capable of applying innovative and effective

teaching methods. For instance, teachers trained in project-based learning approaches can actively involve students in collaborative and experiential learning activities, which significantly boosts student engagement and motivation. Furthermore, educational support staff play an essential role in facilitating the learning environment. Their effective management ensures that educational facilities such as libraries, laboratories, and digital media are available and accessible. This availability promotes enthusiasm for learning, especially when administrative staff adopt a responsive and service-oriented attitude—such as assisting with class schedules or facility usage—which fosters a positive learning experience and motivates students.

Moreover, a conducive learning environment is often the result of collaborative management between teachers and support staff. This partnership helps create a positive atmosphere that supports student focus and enthusiasm. For example, cooperation between teachers and school maintenance staff in keeping classrooms clean and organized enhances the learning environment and supports cognitive engagement. Additionally, recognition systems for teachers and support personnel contribute to higher motivation and job satisfaction, which directly impacts the quality of their interaction with students. When educators and support staff feel valued for their efforts, they tend to exhibit greater enthusiasm in their roles. This enthusiasm can be contagious and positively affect students' motivation to learn. A teacher who is motivated by recognition for their innovative teaching methods, for instance, is more likely to transmit that energy to their students, thereby increasing overall classroom motivation and academic performance.

The Role of Educator and Educational Staff Management in Enhancing Student Learning Motivation at SMP Al-Amanah Cileunyi

Based on the primary objective of this study—to examine the influence of educator and educational staff management on student learning motivation at SMP Al-Amanah Cileunyi—this research was conducted through direct observation at the school and interviews with teachers, educational staff, and students. The focus of this research lies

in how the management of human resources in education affects students' enthusiasm in the classroom. The findings show that SMP Al-Amanah regularly conducts training to improve teachers' digital teaching skills. For instance, training sessions include Canva, Quiziz, and digital project-based learning approaches, all conducted through in-house training initiatives based on school needs assessments. These trainings significantly help teachers deliver more interactive and engaging instruction, motivating students throughout the learning process. This finding supports Sardiman (2018), who emphasized that non-monotonous teaching strategies can substantially increase students' learning motivation.

In addition to improving teacher competence, the educator management structure at SMP Al-Amanah is well organized. The recruitment process for teachers and educational staff follows several systematic selection stages lasting for three consecutive months. The process is coordinated by the foundation, involving experienced professionals to ensure that each educator and staff member is placed according to their field of expertise. Interviews revealed that the school conducts routine evaluations and offers continuous training each semester. For example, teachers have attended workshops by the Quiziz team that provide hands-on guidance for interactive, project-based teaching. Such training enhances teachers' capacity to design creative and enjoyable lessons. This systematic and consistent evaluation and training process has significantly enhanced professionalism and positively affected students' focus and enthusiasm for learning.

Weekly evaluations play a critical role in supporting the school's vision and mission. SMP Al-Amanah conducts these evaluations every Wednesday, involving the principal, vice principal of curriculum, and all teaching staff. These evaluations review the effectiveness of instructional delivery, identify challenges, and brainstorm teaching innovations. This routine practice facilitates collaboration, reflection, and the development of strategies for higher-quality education. Teachers share their experiences and insights to improve classroom performance. This commitment to continuous evaluation strengthens teacher

cooperation and drives pedagogical improvements. Over time, the weekly review sessions have contributed to significant advancements in teaching quality, which directly impacts student engagement and academic motivation.

On the other hand, educational staff play a crucial role in ensuring a supportive learning environment. They handle administrative services, manage facilities, maintain clean classrooms, and prepare instructional materials. Interviews with administrative staff indicate their active role in ensuring all resources—ranging from stationery to laboratory equipment—are readily available. A clean and orderly classroom environment helps students stay focused and motivated. This aligns with Hamalik's (2009) theory that a conducive learning environment is a key external factor in shaping student motivation. Some students also affirmed that neat and well-maintained classrooms enhance their comfort during lessons. This finding underscores the positive correlation between well-managed school facilities and student motivation.

Student interviews further revealed increased enthusiasm for learning when digital media—such as educational videos and interactive demonstrations—were used. One student mentioned that such methods made lessons easier to understand, more enjoyable, and fostered curiosity to keep learning. Additionally, a safe, clean, and peaceful school environment contributed to better concentration during learning. These insights suggest that the combination of effective educator management and well-supported educational infrastructure creates an ideal and motivating learning environment for students. This integrated approach proves essential for cultivating both academic achievement and student well-being.

Survey and interview data indicate that 80% of students are more motivated when their teachers use digital learning media. In fact, students' average grades increased significantly after implementing technology-based teaching methods. The summary of these findings is presented in the table below, illustrating the direct correlation between educator and staff management and student motivation at SMP Al-Amanah Cileunyi:

| Dimension | Key Findings | Impact on Student Motivation |
|------------------------------|---|---|
| Educator Management | Teachers actively attend technology-based training. - Implementation of innovative and eager to learn teaching. | Students feel more engaged, interactive, and eager to learn. |
| Educational Staff Management | Adequate facilities and clean, organized environments. | Students become more focused and comfortable during the learning process. |

Based on the table above, it is evident that the management of educators and educational personnel directly influences students' learning motivation. In terms of educator management, teachers who participate in professional development and training programs tend to adopt more creative and technology-based teaching methods, which enhance student engagement and enthusiasm during the learning process. Meanwhile, in the domain of educational personnel management, the availability of adequate learning facilities and a clean, comfortable school environment significantly contribute to creating a conducive learning atmosphere. The combined interventions of both components not only support the effectiveness of the learning process but also foster students' intrinsic motivation to engage in more active and independent learning. Therefore, the strategic and continuous management of educational human resources plays a key role in establishing a learning environment that encourages students to achieve optimal academic performance.

Conclusion

This study concludes that the management of educators and educational personnel plays a pivotal role in enhancing students' learning motivation at SMP Al-Amanah Cileunyi. The implementation of structured and continuous training programs, such as digital learning workshops and project-based learning strategies, has significantly improved the quality of classroom instruction. Teachers who are actively engaged in these professional development activities demonstrate greater creativity, interactivity, and effectiveness in delivering learning materials. This, in turn, stimulates students' enthusiasm and fosters a more dynamic and engaging learning atmosphere.

Moreover, the study finds that the support from educational personnel, particularly in the provision and maintenance of learning facilities, further strengthens students' learning motivation. Clean classrooms, organized learning spaces, and timely access to educational resources help create a conducive environment that allows students to concentrate and participate actively. The role of administrative and support staff in ensuring smooth school operations, such as scheduling, facilities management, and learning resource readiness, directly impacts the overall educational experience and contributes to students' academic focus and comfort.

The integration of effective educator and personnel management is essential to cultivating a high-quality learning environment. The alignment of instructional innovation with adequate educational support facilities produces synergistic effects that significantly boost students' motivation to learn. This research affirms the importance of a holistic approach to school management, where both teaching quality and educational infrastructure are developed in harmony to achieve optimal student outcomes.

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