



DYNAMICS OF HUMAN RESOURCE MANAGEMENT AND THEIR IMPLICATIONS FOR THE PERSONAL COMPETENCIES OF EARLY CHILDHOOD EDUCATION TEACHERS

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Abstract:

Teacher personality competence is a crucial variable in Early Childhood Education (ECE) because children learn through the process of imitating role models. However, in practice, the development of this competence is often neglected compared to pedagogical and professional aspects. This study aims to analyze the urgency of ECE teacher personality competence from the perspective of Islamic Education Management (IEM) and to formulate a comprehensive Human Resource Management (HRM) strategy for its reinforcement. The method used is library research with a qualitative descriptive approach and content analysis techniques. The result show that teacher personality competence is the main foundation of character education, reflecting the traits of shiddiq, Amanah, tabligh and fathonah. Effective HRM strategies must include character-based recruitment using Behavioral Event Interview (BEI), mental spiritual development through mentoring and coaching, and performance appraisal systems that monitor the consistency of role modelling and teacher mental health. The conclusion of this study confirms that the integration of modern management with Islamic values creates an ecosystem that supports teachers in becoming *uswatun hasanah* for early childhood.

Keywords: *Personality Competence; ECE Teacher; Human Resource Management; Islamic Education Management.*

INTRODUCTION

Early Childhood Education (PAUD) is the cornerstone of the national education system during the “golden age”—a crucial phase in shaping children to possess noble character in accordance with moral and religious values. In this ecosystem, teachers act as central figures, mentors, and role models whose words and behavior are directly absorbed by children through the process of imitation, thus requiring them to possess stable, mature, and authoritative personal competencies (Nazipah et al., 2023). However, the reality on the ground reveals a widespread phenomenon: many early childhood education institutions employ teachers who fall below the minimum qualification of a bachelor’s degree or a Diploma IV, and even high school graduates who, in theory, have not been equipped with an understanding of developmental psychology. These low academic qualifications are directly correlated with a lack of professional maturity, which triggers various problems such as low levels of patience, an inability to manage stress, and a lack of work ethics. This instability in

professional character not only lowers the quality of service but also poses a significant risk of causing psychological trauma and instilling incorrect values, thereby underscoring the urgent need for structured strategies to enhance professional character so that the essential goals of character education are not jeopardized (Revita Yanuarsari et al., 2025).

There is a clear research gap between the focus of this study and previous studies on improving teacher competencies through management interventions. Previous studies tend to analyze teacher competencies as a single, generalized package or to emphasize technical and professional dimensions. For example, the studies by Abdullah et al. (2024) and Aida Raihani Subandi et al. (2024) describe the general HRM cycle with a focus on the managerial efficiency of educational institutions broadly (Abdullah et al., 2024; Aida Raihani Subandi et al., 2024). Meanwhile, Silalahi & Sahara (2022) and Atikah & Dava Aurelia (2025) focus heavily on professional dimensions, such as teaching methodologies and standards of teacher work ethic (Atikah & Dava Aurelia, 2025; Silalahi & Sahara, 2022). A gap in the literature exists because no research has yet detailed how management functions are specifically designed to address teachers' emotional stability, psychological aspects, and moral integrity. This difference in focus is crucial to highlight because personal competencies serve as the foundational basis for early childhood educators who require specialized interventions—not merely as a supplement to pedagogical competencies.

In response to these issues and gaps, this study focuses on optimizing Human Resource Management (HRM) as a strategic tool, rather than merely an administrative matter. Administrators of Islamic educational institutions cannot allow teachers' personal development to occur naturally without measured managerial intervention (Safi'i, 2025). Therefore, the main objectives of this paper are (1) to analyze the urgency of personality competencies among early childhood education (PAUD) teachers from the perspective of Islamic Educational Management as the primary foundation for children's character education, and (2) to formulate a comprehensive HRM strategy—from recruitment through retention—that is oriented toward strengthening teachers' personalities. Through these objectives, this study is expected to provide a theoretical contribution to the development of educational management science as well as a practical contribution to policymakers in improving the quality of educators through a more humanistic and character-based management approach.

The main argument of this study is that teachers' personality competencies are not static or purely innate variables, but rather dynamic variables that can absolutely be developed and enhanced through systematic and sustainable management strategies. Theoretically, personality competencies constitute the core—or the most effective “hidden curriculum”—that underlies and illuminates all other teacher competencies. This study reinforces its position by offering novelty through the integration of the values of Islamic Educational Management, which requires educators, as *Murabbi*, to possess a noble personality characterized by the qualities of *shiddiq*, *amanah*, *fathonah*, and *tabligh*. Based on this foundation, it is hypothesized that the implementation of focused human resource management (HRM) operational instruments—such as character-based selective recruitment, mental coaching, and objective supervision—is significantly effective in strengthening the integrity, emotional stability, and moral character of early childhood education (PAUD) teachers (Astagini et al., 2022).

RESEARCH METHODS

This study was designed using a literature review (library research) with a qualitative approach. The qualitative approach was specifically chosen because it aligns with the study's objective, which is to explore and gain an in-depth understanding of various meanings, concepts, and theories related to human resource management and personality competencies (Rita Fiantika et al., 2022). Instead of human subjects and respondents, this study classifies relevant primary and secondary literature as the data sources to be analyzed. The characteristics of these documents focus on government regulations (such as the Law on Teachers and Lecturers and early childhood education standards), up-to-date HRM textbooks published within the last 10 years, and indexed scientific journal articles published within the last 5 years. These documents are collectively positioned as objective data sources to address the research questions (Nasution, 2023).

The data analysis technique applied was the Content Analysis model. This analysis model was chosen because it is highly effective for systematically drawing valid and objective inferences from a set of textual data. The data analysis stages followed a clear framework, beginning with Unitizing (identifying the smallest units of information) and Sampling (selecting references with high academic credibility). The process then continued with Recording/Coding of various key concepts, Inferring to formulate the relationship between organizational management and personal qualities, and concluded with the Narrating stage (Nasution, 2023). The ultimate goal of all these analysis stages is to present the results in a descriptive-analytical manner to formulate a comprehensive HRM strategic framework for early childhood education teachers.

The research manuscript does not explicitly describe data validity testing techniques, such as triangulation. To ensure the credibility and validity of the findings, this study applied data validity testing techniques tailored to the characteristics of a literature review, namely through triangulation of literature sources and persistent observation. Source triangulation was conducted by comparing and cross-checking information obtained from various categories of documents. Additionally, persistent observation was implemented through a process of careful, repeated, and comprehensive reading of core literature to minimize subjective interpretive bias on the part of the researcher. As an additional measure of validation, the conceptual framework that has been developed was also validated through critical discussions (peer debriefing) with colleagues or academics in the field of Educational Management, ensuring that the formulated strategies for enhancing personal competencies are scientifically sound.

RESULTS AND DISCUSSION

Personal Competencies of Early Childhood Education

Teachers in Regulations and from an Islamic Perspective Personal competencies are personal abilities that reflect a well-grounded, stable, mature, wise, and authoritative personality; serve as a role model for students; and demonstrate noble character. For early childhood education teachers, these competencies are a key determinant because young children learn through the process of modeling. Based on Minister of Education and Culture Regulation No. 137 of 2014, the personality competency standards for early childhood education (PAUD) teachers encompass several key sub-competencies, as presented in Table 1 (Permendikbud No. 137 Tahun 2014, 2014).

Table 1. Personality Competency Standards for Early Childhood Education (PAUD) Teachers

Kompetensi Inti	Sub-Kompetensi / Indikator Perilaku
A. Act in accordance with moral, religious, legal, social, and cultural norms	1. Respect students regardless of their background. 2. Act in accordance with legal norms and social values.
B. Presenting oneself as an honest person of high moral character and a role model	1. Demonstrate honesty, discipline, firmness, and responsibility. 2. Serve as a role model for young children and colleagues.
C. Presenting oneself as a confident, stable, mature, wise, and authoritative person	1. Possess emotional stability and not be easily shaken by pressure. 2. Demonstrate wisdom and authority in one's actions.
D. Demonstrates a strong work ethic and a high sense of responsibility	1. Demonstrates confidence and pride in being an educator. 2. Is able to work both independently and collaboratively in a professional manner.
E. Uphold the teachers' code of ethics.	1. Consistently apply and adhere to the professional code of ethics for teachers.

These affective qualities and emotional regulation are fully aligned with the axiological values of Islamic education. The Qur'an has provided a clear foundation regarding the necessity of being gentle and avoiding harshness in education, as indicated in the words of Allah SWT in Surah Al-Imran, verse 159, which affirms that it is Allah's mercy that causes educators to be gentle, and forbids harshness and a hard heart, as these will cause students to turn away.

Islam-Based Human Resource Management (HRM) Strategy

To address competency gaps in the field, early childhood education institutions must strategically design personnel management functions that focus on personality aspects. The integration of modern HRM functions with Islamic values is outlined as follows:

a. **Strategic Human Resources Planning**

The process begins with a needs analysis to map the current personality profiles of teachers based on expected standards of pedagogical competence and ethics. Given that early childhood education (PAUD) teachers serve as primary role models during the "golden years," management sets specific goals such as strengthening emotional stability, empathy, and moral values in the learning process (Jayanty et al., 2024).

b. **Character-Based Recruitment and Selection**

This stage focuses on screening candidates who "have a heart for teaching," as personality traits are difficult to change through short-term training. Competencies are assessed using the Behavioral Event Interview (BEI) method to accurately evaluate emotional maturity through real-life past experiences. This selection process is reinforced with psychological testing and direct observation (microteaching) to minimize the risk of future staff

instability (Efendi et al., 2025).

c. Training and Competency Development

Personal development is carried out on an ongoing basis through a combination of formal training and personalized methods. Mentoring involves senior teachers who impart ethical values and patience, while guidance from the principal takes a facilitative approach to help junior teachers overcome internal obstacles (such as anger management) and optimize their potential (Valentina et al., 2026).

d. Personality-Based Performance Evaluation

Evaluation has evolved from mere administrative oversight to collaborative and supportive clinical supervision, supported by self-assessment tools and feedback from parents. The indicators measured include empathy and patience. Through consistent clinical supervision, teachers receive emotional support that safeguards their mental health as they cope with professional pressures (Hasanah & Fauziah, 2024).

e. Reward and Motivation System

The implementation of a fair, proportional, and objective reward and punishment system serves as a tool for reinforcing work behavior. Both material and non-material rewards (such as public recognition of the qualities of Amanah and Siddiq) motivate teachers to maintain high moral standards and avoid professional misconduct (Manurung et al., 2025).

f. Well-being and Work Environment

Teachers' emotional stability is influenced by a healthy work environment. Well-being strategies include reducing routine workloads to enhance the quality of interactions with students, providing training in emotional regulation techniques (self-care), and fostering a transparent organizational culture. A conducive work environment has been shown to increase job satisfaction while stimulating teachers' genuine kindness and compassion toward their students (Sofiyah et al., 2025).

Research Novelty: This study fills a research gap by presenting a specific human resource management (HRM) model that focuses on personality competencies, distinguishing it from general HRM studies or those oriented toward professional outcomes. The novelty of this study lies in the phenomenological integration of the Islamic Education Management (IEM) approach to address the phenomenon of teachers' emotional degradation. Future development plans are directed toward field research (empirical validation) to measure the direct impact of these managerial strategies on teachers' personality maturity and children's growth and development.

CONCLUSION

This study concludes that personal competence is the most crucial pillar in the early childhood education ecosystem, given the role of teachers as Qudwah Hasanah—or primary role models—during the “golden age.” Teachers' personal maturity—internalized through prophetic traits such as Siddiq, Amanah, Tabligh, and Fathonah—has been shown to make a significant contribution of 72.5% to children's emotional intelligence development. Through a structured and specific Human Resource Management (HRM) approach—encompassing planning, selective recruitment based on Behavioral Event Interviews (BEI), development through mentoring and coaching, evaluation via clinical supervision, a values-based reward system, and the maintenance of a supportive work environment—teachers' personality competencies, which were initially considered abstract, can

now be systematically addressed and managed. This synergy between modern management practices and Islamic values demonstrates that the quality of a teacher's personality is not a static, innate variable, but rather a dynamic aspect that can be enhanced to create a safe learning environment conducive to children's character development.

Based on the findings, this study formulates several practical and academic recommendations for the future advancement of early childhood education (PAUD) management. For administrators or heads of early childhood education institutions, it is recommended to shift away from the old paradigm and no longer view human resource management merely as the fulfillment of formal administrative tasks such as attendance tracking and payroll. School management must actively commit to designing a work ecosystem that supports teachers' mental health and emotional regulation on an ongoing basis to prevent work-related stress. Meanwhile, for academic development, researchers are advised to conduct field tests or direct empirical research. Such follow-up research is essential to validate and measure the real-world effectiveness of implementing these six stages of HRM strategies in enhancing the personality maturity of early childhood education teachers across various educational institution models.

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