

HUMAN RESOURCE DEVELOPMENT IN ELEMENTARY SCHOOLS THROUGH CONTINUOUS TRAINING AND ACADEMIC SUPERVISION

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Abstract

The development of human resources (HR) at the elementary school level plays a crucial role in improving the quality of basic education. This study aims to evaluate the effectiveness of continuous professional development and academic supervision as strategies for enhancing teacher professionalism. Using a descriptive qualitative method with a case study approach conducted in several public and private elementary schools, the findings reveal that training programs based on teachers' real needs significantly improve their pedagogical and professional competencies. Meanwhile, academic supervision that is constructive and consistently implemented contributes positively to improving classroom instructional practices. The integration of both strategies creates a dynamic school ecosystem that fosters a culture of reflection, innovation, and continuous improvement in teaching performance. The study recommends the need for strong institutional support and close collaboration among school principals, supervisors, and teachers to ensure sustainable HR development that impacts student learning outcomes.

Keywords: *Human resource development, elementary school, continuous professional development, academic supervision, teacher professionalism.*

INTRODUCTION

Improving the quality of basic education cannot be separated from the strategic role of teachers as the primary human resource (HR) in the school environment. In a constantly evolving global and national context, teachers are required to continually improve their professional competencies (Mulyasa, 2013). Continuous training is a key strategy for developing teachers' pedagogical, professional, social, and personal competencies (Sagala, 2010). Systematically designed training programs based on real-world needs can significantly impact the quality of classroom learning (Musfah, 2011). In addition to training, academic supervision also plays a crucial role in the teacher development process. Collaborative and participatory supervision allows teachers to obtain constructive feedback that supports reflection and self-development (Glickman, Gordon, & Ross-Gordon, 2014). Planned and ongoing supervision can improve teacher performance and create a culture of quality in elementary schools (Purwanto, 2010). Therefore, the synergy between ongoing training and academic supervision is believed to be a strategic approach to human resource development in elementary schools. This article will discuss the concept, implementation, and challenges of both approaches in improving the quality of elementary education.

METHOD

This article employs a literature review method. This research employs a descriptive qualitative approach to provide an in-depth description of the process of teacher human resource development in elementary schools through ongoing training and academic supervision. This approach was chosen because it aligns with the research objectives, which sought to explore the processes, experiences, and perceptions of teachers and principals regarding ongoing professional development programs (Creswell, 2012). The research subjects consisted of teachers and principals from three public elementary schools in urban and semi-urban areas that had actively implemented ongoing training and academic supervision programs. Purposive sampling techniques were used to identify informants with direct experience in implementing these programs (Sugiyono, 2015). Data were collected through in-depth interviews, direct observation, and documentation of supervision and training activities. Triangulation techniques were used to increase data validity by comparing results from various sources and methods (Moleong, 2017).

Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing, following the analysis model of Miles and Huberman (1994). This study also adhered to ethical research principles by maintaining the confidentiality of respondents' identities and obtaining informed consent before data collection.

DISCUSSION

1. Implementation of Continuous Training

Interviews with teachers and principals revealed that ongoing training is conducted through internal workshops, Teacher Working Group (KKG) activities, and online training provided by the Department of Education. The training focuses on developing teaching materials, formative assessments, and active learning strategies. This training is considered to improve teachers' understanding of the curriculum and contextual learning techniques (Musfah, 2011).

2. Implementation of Academic Supervision

Academic supervision is conducted monthly by the principal and supervisor. Activities include classroom observations, reflective discussions, and feedback. Collaborative supervision increases teachers' openness to instructional improvement and encourages increased professionalism (Glickman et al., 2014; Purwanto, 2010).

3. Impact on Teacher Competence

Training and supervision synergistically promote improved pedagogical and professional competence in teachers. Teachers become more reflective in their teaching and willing to try new approaches. This aligns with Mulyasa's (2013) findings, which state that effective training must be accompanied by ongoing coaching for significant impact.

4. Supporting and Inhibiting Factors

Supporting factors include participatory principal leadership and a collaborative work culture. Meanwhile, time constraints, administrative burdens, and a lack of technical support are major obstacles to optimal training and supervision implementation (Sagala, 2010). Furthermore, Glickman, CD, Gordon, SP, & Ross-Gordon, JM describe the indicators of Supervision and instructional leadership as follows:



The Basic Foundations of Kindergarten Readiness. Source: Glickman, CD, Gordon, SP, & Ross-Gordon, J. M (2014).

CONCLUSION

This research shows that ongoing training and academic supervision play a crucial role in developing teacher human resources in elementary schools. Relevant and structured training helps improve teacher competency, while academic supervision encourages reflection and improvement of teaching practices. The two complement each other in forming an ecosystem of ongoing professional development. From the figure above, we can see that the data illustrates four main indicators of Supervision and Instructional Leadership, which are interconnected as pillars of teacher professional development and coaching. First, Direct Assistance includes direct mentoring of teachers through classroom observations, individual conferences, and constructive feedback. Second, Curriculum Development focuses on the supervisor's role in facilitating the development, adjustment, and evaluation of the curriculum to suit the needs of students. Third, Group Development emphasizes the importance of collective learning through teacher workgroups or professional learning communities. Finally, Professional Development includes the planning and implementation of continuous competency improvement activities, whether in the form of training, workshops, or reflections on teaching practice. These four aspects demonstrate that supervision is not merely administrative oversight, but also an instructional leadership process that supports teachers' comprehensive professional growth. The synergy between these indicators is believed to foster a collaborative, reflective school culture that is oriented toward improving the quality of learning. We cannot simply rely on schools; we can design contextual and sustainable training programs tailored to the needs of teachers. Principals and supervisors should conduct academic supervision collaboratively, not just administratively. Local governments need to provide policy and budgetary support to strengthen training and supervision systems at the elementary education level. Finally, we hope that ongoing training and academic supervision in each elementary school can develop superior and competent teacher human resources.

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