

Human Resource Management of Teachers and Its Impact on Learning Quality at SMP Muhammadiyah 1 Makassar

Andi Ratu Ayuashari Anwar^{1*}, Nanang Hermawan², Nuraisah³

^{1*,2,3}Educational Administration Study Program, Faculty of Education, Universitas Negeri Makassar, Makassar, Indonesia

Article Info

Article history:

Received Jun 13, 2026

Accepted Aug 08, 2026

Published Online Aug 24, 2026

Keywords:

Human Resource Management

Teacher Professionalism

Learning Quality

Professional Development

Junior High School

ABSTRACT

The quality of learning in schools largely depends on how teaching staff are managed, encompassing competence, continuous professional development, welfare, and performance evaluation. Human resource management (HRM) practices in faith-based private schools, however, remain empirically understudied, leaving their contribution to learning quality insufficiently understood. This study aims to analyze teacher HRM practices, including recruitment and competence, continuous professional development, welfare and motivation, HR planning, and quality evaluation, at SMP Muhammadiyah 1 Makassar. It further examines the relationship between these practices and the quality of learning at the school. The study employed a descriptive qualitative approach, with the Vice Principal for Curriculum Affairs and one teacher as participants. Data were collected through semi-structured interviews using an interview instrument, along with direct observation, and were analyzed descriptively-thematically based on the five HRM aspects examined in this study. The results show that the school applies a rigorous teacher selection process comprising administrative screening, interviews, teaching practice tests, and Qur'an recitation tests as a distinctive feature of an Islamic school; conducts continuous professional development through In-House Training and deep-learning workshops equally for all teachers; provides competitive honorariums along with non-financial incentives; and carries out regular semester-based supervision supported by CCTV monitoring. Nevertheless, the high administrative workload of teachers remains an obstacle that hinders the optimal application of training outcomes in classroom practice. These findings imply the need to streamline teachers' administrative tasks and strengthen digital technology-based training so that HRM can contribute more optimally to improving learning quality in schools.

This is an open access under the [CC-BY-SA](#) licence



Corresponding Author:

Andi Ratu Ayuashari Anwar,

Department of Educational Administration,

Faculty of Education,

Universitas Negeri Makassar.

E-mail: ratu.ashari@unm.ac.id

How to cite: Anwar, A. R. A., Hermawan, N., & Nuraisah, N. (2026). Human Resource Management of Teachers and Its Impact on Learning Quality at SMP Muhammadiyah 1 Makassar. *Jurnal Riset Dan Inovasi Pembelajaran*, 6(2), 964–973. <https://doi.org/10.51574/jrip.v6i2.5496>

Human Resource Management of Teachers and Its Impact on Learning Quality at SMP Muhammadiyah 1 Makassar

1. Introduction

Teacher quality is one of the most decisive factors in the success of education systems across various countries. Darling-Hammond (2017) emphasizes that teacher education must be oriented toward quality rather than mere quantity, as teacher competence directly influences students' long-term learning outcomes. In line with this, Schleicher (2020), along with the OECD's more recent TALIS 2024 survey (OECD, 2025), shows that continuous teacher professional development has a measurable impact on student outcomes, with TALIS 2024 data showing that more than half of teachers who took part in professional learning activities reported a clearly positive effect on their teaching practice across various education systems worldwide, while also affirming that teacher welfare is closely linked to work motivation and learning quality. These two findings demonstrate that the issue of teacher human resource management (HRM) is not merely an administrative matter but a strategic issue that determines the quality of education globally.

At the national level, similar issues have emerged. Adni and Amelia (2023) found that the welfare of educators and education personnel in Indonesia is often overlooked, even though it directly affects school quality by shaping teacher motivation, retention, and the consistency of instructional practice. This pattern is corroborated by a larger national study of 474 elementary school teachers in East Java, which found that teachers' personal and professional resources significantly shape the effectiveness of school-based HRM (Ghufron, et al., 2024), and by a study of rural schools in Sulawesi reporting that HRM practices there remain predominantly administrative, leaving teachers' professional development needs insufficiently addressed (Burhan, et al., 2024). This condition is reinforced by the regulation of Perdirjen GTK No. 2626/B/HK.04.01/2023, which establishes four dimensions of teacher competence pedagogical, personal, social, and professional as the minimum standard that must be met. However, its implementation in the field still varies considerably ranging from structured, competency-based recruitment and regular supervision to largely informal and inconsistently monitored practices across schools, particularly in private schools whose management depends largely on internal foundation policies.

In response to these issues, the researchers argue, since policy documents alone cannot reveal how standards are actually enacted in daily school life, that the gap between the normative demands for teacher competence standards and the actual practice of HR management in the field needs to be examined empirically, especially in faith-based private educational institutions, which have management characteristics distinct from those of public schools in general.

Several previous studies have examined aspects of teacher HRM partially. Armstrong (2014), through the concept of Strategic Human Resource Management, explains that well-directed HR management encompassing recruitment, training, and performance evaluation is an essential prerequisite for improving organizational quality, including educational institutions. Meanwhile, Maulana et al., (2020) found that technology-based Continuous Professional Development (CPD) significantly enhances teachers' ability to design digital learning. However, most of these studies tend to examine a single dimension of HRM in isolation such as competence, training, or welfare alone without integrating the five dimensions of HRM (competence, continuous professional development, welfare and motivation, planning, and quality evaluation) holistically within a single case study that directly links them to learning quality in the classroom.

This gap constitutes the research niche addressed in the present study. Grounded in Armstrong's (2014) strategic HRM theory as the primary theoretical framework, this study

offers clear novelty: rather than treating teacher competence, professional development, welfare, planning, and quality evaluation as separate variables as most prior studies have done, it integrates all five dimensions into a single, interconnected case-study analysis, making it possible to trace how the dimensions reinforce or constrain one another and how their combined effect, rather than any single dimension alone, shapes learning quality within the distinctive organizational culture of a faith-based private school.

This research specifically focuses on teacher HRM practices at SMP Muhammadiyah 1 Makassar, a private junior high school accredited “A” with distinctive teacher management characteristics, both in terms of Islamic competence-based recruitment standards and its continuous coaching system. Based on the foregoing discussion, this study aims to analyze how teacher human resource management practices encompassing competence and recruitment, continuous professional development, welfare and motivation, HR planning, and quality evaluation and improvement are implemented at SMP Muhammadiyah 1 Makassar, while also examining how these practices contribute to improving learning quality at the school.

2. Method

Research Design

A descriptive qualitative method with a single case study design was adopted in this research. This design was selected because the focus of the research is to gain an in-depth understanding of how teacher human resource management is practiced within a single educational institution, rather than to test a hypothesis or generalize findings across a population. According to Yin (2018), a case study design is appropriate for exploring a contemporary phenomenon within its real-life context, particularly when the boundaries between the phenomenon and its context are not clearly evident, as is the case with HRM practices embedded within a school's organizational culture. This design allows the researchers to explore the five dimensions of teacher HRM (competence, continuous professional development, welfare and motivation, planning, and quality evaluation) holistically and contextually at SMP Muhammadiyah 1 Makassar.

Research Subjects

The participants of this study consisted of two key informants selected through purposive sampling: the Vice Principal for Curriculum Affairs and one active teacher at SMP Muhammadiyah 1 Makassar. These informants were selected based on their direct involvement in, and comprehensive knowledge of, teacher recruitment, professional development, welfare policies, and supervision practices at the school. Demographically, the school comprises 26 active teachers (12 male and 16 female) and 5 education support staff, serving 223 students across 8 study groups (*rombongan belajar*), which provided contextual background for understanding the scale of HRM practices under investigation.

Research Instruments

Data were collected using a semi-structured interview guide developed based on five aspects of teacher HRM: (1) teacher competence, (2) continuous professional development, (3) welfare and motivation, (4) HR planning, and (5) quality evaluation. A semi-structured format was chosen because it allows flexibility for informants to elaborate on their responses while still maintaining focus on the core research questions (Creswell & Poth, 2018). In addition to the interview guide, an observation sheet was used to record contextual information regarding the school's facilities, teaching environment, and documentation of supporting activities.

Data Collection Procedures

Data collection was conducted on Thursday, May 21, 2026, through face-to-face, in-depth interviews with the Vice Principal for Curriculum Affairs and a teacher, each lasting approximately 30-45 minutes. Interviews were recorded and simultaneously documented in written form using the prepared interview instrument. Direct field observation was also

conducted to corroborate the interview data, particularly regarding school facilities, teacher discipline practices, and the school's supervision system. Supporting documents, including photographs of the interview activities and the completed observation instruments, were collected as secondary data to strengthen the validity of the findings.

Data Analysis Technique

Data were analyzed using descriptive-thematic analysis, following Miles, Huberman, and Saldaña's (2014) interactive model of data reduction, data display, and conclusion drawing/verification. Interview transcripts were first reduced by selecting information relevant to the five HRM dimensions examined in this study. The reduced data were then categorized into themes corresponding to each research question before being interpreted descriptively and cross-checked against the theoretical framework and previous research findings to ensure the credibility of the interpretation. Source triangulation was applied by comparing the information obtained from the Vice Principal and the teacher, as well as by corroborating interview results with direct observation data.

3. Research Findings

General School Profile

SMP Muhammadiyah 1 Makassar is a private school managed by the Muhammadiyah Regional Leadership Foundation of Makassar, established on December 24, 1952, and accredited "A". The school occupies a land area of approximately 1,456 m², equipped with 16 classrooms, a laboratory, a library, and sanitation facilities, and operates a five-day full-day school system. At the time of the research, the school had 8 study groups (*rombongan belajar*) consisting of 223 students (113 male and 110 female), served by 26 active teachers (12 male and 16 female) and 5 education support staff. Table 1 summarizes the key findings across the five dimensions of teacher human resource management examined in this study, before each is elaborated in detail.

Tabel 1. Summary of Findings on Teacher Human Resource Management

Aspect	Key Findings	Data Source
Teacher Competence & Recruitment	Four-stage selection (administrative screening, in-depth interview, teaching practice test, Qur'an recitation test); "the right man in the right place" principle	Interview (Vice Principal, Teacher)
Continuous Professional Development	In-House Training every semester, deep-learning workshops, equal access regardless of tenure	Interview (Teacher)
Welfare and Motivation	Progressive honorarium, competitive pay, transport allowance for external training	Interview (Vice Principal, Teacher)
HR Planning and Management	Needs-based recruitment, CCTV-based supervision, biweekly leadership meetings	Interview (Vice Principal, Teacher)
Quality Evaluation and Improvement	Semester-based supervision, near-daily CCTV monitoring, student feedback, integrity pact	Interview (Vice Principal)

Teacher Competence and Recruitment

Findings indicate that teacher recruitment at SMP Muhammadiyah 1 Makassar is conducted systematically based on the school's actual field needs, applying the principle of "the right man in the right place," in which candidates must hold a formal educational background relevant to the subject they will teach. The selection process is carried out by a dedicated selection team through four stages: administrative screening (verification of diplomas,

transcripts, and curriculum vitae); an in-depth interview assessing pedagogical competence and personal character; a teaching practice test evaluating classroom management and instructional creativity; and, reflecting the school's Islamic identity, a Qur'an recitation test combined with an assessment of basic Islamic knowledge. From the pool of applicants, the selection team typically shortlists three candidates before selecting the most suitable one.

While the recruitment stages establish that incoming teachers meet the school's competence standards on paper, the teacher informant explained that lesson preparation follows a structured sequence, beginning with formulating learning outcomes (Capaian Pembelajaran), developing a graduate profile, conducting a needs analysis, and preparing the Alur Tujuan Pembelajaran (ATP) and lesson plans (RPP). The school also provides academic supervision every semester, which includes not only administrative checks but also reflective discussion and good-practice sharing sessions among teachers. However, teachers reported that a considerable administrative workload such as reporting, documentation, and preparation of school activities limits the time available for developing innovative learning media.

Continuous Professional Development

The school demonstrates a strong commitment to continuous professional development. Teachers are required to sign an integrity pact as a form of commitment to discipline and professionalism, which is reflected, among other things, in the practice of arriving at school no later than 06:30 and welcoming students prior to the start of lessons. As stated by the Vice Principal, "I try to set an example for the teachers myself. Every day, I make sure to arrive at school no later than 06:30, and the other teachers follow the same time standard."

Regarding professional development activities, the teacher informant reported that the school actively organizes deep-learning workshops, In-House Training (IHT) at the beginning of each semester, and technology-based instructional training. The most recent training attended focused on developing teaching materials and implementing authentic assessment in line with the Kurikulum Merdeka. Training opportunities are provided equally to all teachers regardless of tenure or structural position, indicating that the school conducts a form of training needs analysis to ensure that professional development activities remain relevant to teachers' actual classroom needs.

Teacher Welfare and Motivation

Teacher welfare emerges as a clear institutional priority at this school. The Vice Principal reported that the honorarium system is designed to increase progressively each year and remains competitive relative to other private schools a point illustrated by one teacher who, after later taking a lecturing position at a private university, found that its salary fell short of what they had earned at this school. This same welfare orientation extends beyond the base honorarium: teachers who take part in external training or workshops also receive transportation allowances, paid promptly and in full via bank transfer.

From the teacher's perspective, the primary source of motivation is observing students' success in understanding and applying learning materials, while the main obstacle to motivation is the heavy administrative workload, which reduces the time available for pedagogical innovation. Teachers reported feeling adequately supported through incentives, facilities, a conducive working environment, and both formal and informal forms of appreciation for good performance.

HR Planning and Management

Findings show that HR planning at SMP Muhammadiyah 1 Makassar begins with identifying teacher shortages based on the number of study groups, available subjects, and existing teachers' workloads. Recruitment is only opened when a genuine shortage is identified, followed by the same selection stages described earlier. Teachers' professional conduct and punctuality are monitored through both scheduled and real-time supervision using classroom CCTV, enabling the Vice Principal to observe teaching and student service practices objectively

and continuously. Communication between teachers and school leadership is reported to be open and constructive, supported by leadership meetings held at least twice a month, alongside strong collaboration among teachers in preparing instructional materials and extracurricular activities.

Quality Evaluation and Improvement

Findings show that quality evaluation is conducted through semester-based academic supervision, supplemented by near-daily CCTV-based monitoring, allowing teachers to be observed teaching naturally without awareness of being monitored. In addition to supervision, the Vice Principal occasionally gathers direct feedback from students regarding teachers' instructional and interpersonal conduct, considering students to be the most honest source of evaluation. Teachers' workplace conduct that is, their punctuality, behavior, and adherence to school routines, as distinct from subject-matter discipline is also documented through the signed integrity pact as a formal commitment mechanism. Regarding future improvement, teachers expressed a need for greater emphasis on digital teaching development, including training in AI-based tools, online learning platforms, and technology-based instructional media, which they regard as an urgent competency requirement for 21st-century education.

Taken together, these findings indicate that the five HRM dimensions do not operate in isolation but connect directly to the study's second objective explaining how HRM practices contribute to learning quality. Competency-based recruitment supplies teachers who are academically and spiritually suited to the school's classroom culture; equitable continuous professional development sustains their instructional skills; a competitive welfare system and open communication with leadership maintain their motivation and commitment; systematic HR planning ensures teaching loads remain manageable; and multi-source quality evaluation allows gaps in classroom practice to be detected and addressed early. At the same time, the heavy administrative workload that recurs across several findings represents a cross-cutting constraint, limiting how fully these otherwise supportive HRM practices translate into improved learning quality. This relationship is examined further in the following discussion.

Discussion

As stated in the Introduction, this study aimed to analyze teacher HRM practices at SMP Muhammadiyah 1 Makassar across five dimensions competence and recruitment, continuous professional development, welfare and motivation, HR planning, and quality evaluation and to examine how these practices contribute to improving learning quality at the school. The following discussion addresses each dimension in turn before considering their combined contribution to learning quality.

The four-stage recruitment process found in this study (administrative screening, interview, teaching practice test, and Qur'an recitation test) is consistent with Hasan et al. (2025), who argue that optimizing Islamic education teachers' professional and pedagogical competencies requires selection mechanisms that assess both academic qualification and religious knowledge simultaneously. The Qur'an recitation requirement identified in the results reflects this dual-competence orientation in practice, showing that the school's recruitment procedure operationalizes religious competence as a formal selection criterion rather than an informal expectation.

Regarding continuous professional development, the finding that deep-learning workshops and semester-based In-House Training are provided equally to all teachers regardless of tenure is in line with Gu et al., (2025) who emphasize that ensuring equitable access to professional development remains a central challenge in the digital era of teacher training. The equal-access pattern found in this study suggests that the school has addressed this equity challenge internally, distributing training opportunities across its teaching staff without regard to seniority or structural position.

Concerning teacher welfare, the progressive honorarium system and transportation

incentives identified in the results correspond with Kartiko and Manik (2026, who found that compensation is a significant contributor to teacher performance within Islamic educational institutions, alongside work ethic. However, the results also reveal that teachers' motivation remains constrained by a heavy administrative workload despite adequate compensation, indicating that financial incentives alone, as highlighted by Kartiko and Manik (2026), may not be sufficient to sustain motivation when structural burdens outside the compensation system remain unaddressed.

With respect to HR planning and management, the open leadership communication and CCTV-based supervision identified in this study align with Muttaqin et al. (2023), who found that academic supervision and managerial competence significantly affect teacher performance through the mediating role of teacher commitment. The combination of biweekly leadership meetings regular sessions in which the Vice Principal and teaching staff jointly review teachers' professional needs and classroom progress, allowing instructional problems to be identified and addressed before they affect students and continuous classroom monitoring observed at SMP Muhammadiyah 1 Makassar reflects the managerial-supervisory mechanism described by Muttaqin et al. (2023), as a driver of teacher commitment and performance.

Finally, regarding quality evaluation, the integration of scheduled supervision, CCTV monitoring, and direct student feedback found in this study parallels Poulou et al. (2023), who reported that structured professional development feedback processes shape both teachers' and administrators' experiences of performance evaluation. The multi-source evaluation approach identified in the results combining supervisory, technological, and student-based feedback reflects a similar feedback-oriented evaluation logic to that examined by Poulou et al. (2023), while extending it through the addition of a technological monitoring component not present in their study.

Taken together, these findings largely reinforce existing empirical understanding of teacher recruitment, professional development, welfare, leadership, and evaluation practices in schools. However, this study makes a distinct contribution that directly answers the study's second objective explaining how HRM practices contribute to learning quality by revealing how these five dimensions operate as an integrated system within a faith-based private school context. Religious competence is embedded directly into formal recruitment, training opportunities are distributed equitably across staff, administrative burden persists as a motivational constraint despite adequate welfare, technological monitoring complements rather than undermines supportive leadership, and evaluation draws on multiple, triangulated sources. This context-specific configuration of teacher HRM practices has rarely been documented collectively in prior research, representing the principal novelty of this study. Collectively, these interlinked practices contribute to learning quality indirectly but tangibly: well-matched, spiritually grounded recruitment produces teachers suited to the school's classroom culture; equitable training sustains instructional competence; adequate welfare and open leadership communication maintain teachers' motivation and commitment; and multi-source evaluation allows the school to detect and address gaps in teaching quality before they affect students. The persistent administrative burden identified across the findings is the clearest constraint on this contribution, as it diverts teachers' time and energy away from the instructional innovation that these HRM efforts are otherwise designed to support.

4. Conclusion

This study shows that teacher human resource management at SMP Muhammadiyah 1 Makassar functions as an interconnected system, in which recruitment, professional development, welfare, planning, and evaluation reinforce one another within the school's faith-based identity, thereby addressing how these five dimensions are practiced and how they collectively shape teacher professionalism. The main contribution of this study is demonstrating

that religious competence can be formally embedded into recruitment, that equitable training access can coexist with administrative burdens limiting innovation, and that technological monitoring can complement rather than replace supportive leadership and multi-source evaluation. This study is limited by its reliance on only two informants within a single case setting, restricting the generalizability of the findings. Future research is encouraged to involve more varied informants and mixed-method designs, and to examine how these HRM practices relate to measurable student learning outcomes.

5. Acknowledgments

The authors would like to express their sincere gratitude to the Vice Principal for Curriculum Affairs and the teacher of SMP Muhammadiyah 1 Makassar for their willingness to participate in the interviews and for providing access during the observation process. The authors also acknowledge the institutional support provided by the Department of Educational Administration, Faculty of Education, Universitas Negeri Makassar, throughout the completion of this research.

6. Conflict of Interest

The authors declare no conflict of interest.

7. Author Contributions

All authors confirm that they have read and approved the final version of this manuscript. A.R.A.A. conceptualized the research idea, developed the interview instrument, conducted the interview with the Vice Principal for Curriculum Affairs, and coordinated the overall preparation of the research report and manuscript. N.H. contributed to the development of the interview instrument, conducted the interview with the teacher informant, and drafted the methodology and results sections of the manuscript. N. carried out the field observation, compiled the documentation, analyzed the collected data, and drafted the discussion and conclusion sections. All three authors jointly reviewed the theoretical framework, verified the accuracy of the findings, and approved the final version of both the research report and the manuscript. The percentage contributions are as follows: A.R.A.A.: 35%, N.H.: 35%, N.: 30%.

8. Data Availability Statement

The authors state that the data supporting the findings of this study will be made available by the corresponding author, A.R.A.A, upon reasonable request.

REFERENCES

- Adni , R., & Amelia , S. (2023). Pengaruh kesejahteraan pendidik dalam meningkatkan mutu sekolah. *Jurnal Pendidikan Teknologi Informasi (JPTI)*, 5(2), 112-120.
- Armstrong , M. (2014). *Strategic human resource management*. Kogan Page.
- Burhan, Mirayanti, Marzuki, Saugadi, Rusdin, D., & Gaudy . (2024). Redefining rural education: Exploring EFL teachers' perceptions and recommendations for enhanced human resource management practices. *Cogent Education*, 11(1). doi:<https://doi.org/10.1080/2331186X.2024.2317503>
- Creswell , J., & Poth , C. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed ed.). SAGE Publications.
- Darling-Hammond , L. (2017). Teacher education and the quest for quality. *Journal of Education Policy*, 32(3), 367-389. doi:<https://doi.org/10.1080/02680939.2017.1312744>
- Ghufron, S., Fitriyah, F., Sodikin, M., Saputra, N., Amin, S., & Muhimmah, H. (2024). Evaluating the impact of teachers' personal and professional resources in elementary education on school-based human resource management: A case study in Indonesia.

- SAGE Open*, 14 (1), 1-13. doi:<https://doi.org/10.1177/21582440241231049>
- Gu, Y., He, J., Huang, W., & Sun, B. (2025). Professional development for teachers in the digital age: A comparative analysis of online training programs and policy implementation. *Behavioral Sciences*, 15(8).
- Hasan , S., Bazith , A., Wakka , A., & Assegaf , A. (2025). Optimising the teaching skills of Islamic education teachers based on professional and pedagogical competencies. *Journal of Gurutta Education*, 3(2), 58-68.
- Kartika , A., & Manik , C. (2026). Examining the role of compensation and work ethic in enhancing teacher performance. *Academicus: Journal of Teaching and Learning*, 5(1), 1-15.
- Maulana , A., Wijaya , R., & Algifari , A. (2020). Peningkatan kompetensi guru melalui CPD berbasis teknologi. *Jurnal Ilmu Pendidikan*, 2(1), 45-56. doi:<https://ojs.pustakapublisher.com/index.php/jurnalilmupendidikan/article/download/35/35/110>
- Muttaqin, I., Tursina, N., Sudrajat, A., Yuliza, U., Novianto, N., Ramadhan, F., & Kurnanto, M. (2023). The effect of academic supervision, managerial competence, and teacher empowerment on teacher performance: The mediating role of teacher commitment. *F1000Research*, 1-28. doi:<https://doi.org/10.12688/f1000research.128502.2>
- OECD. (2025). *Results from TALIS 2024: The state of teaching*. OECD Publishing. doi:<https://doi.org/10.1787/90df6235-en>
- Poulou, M., Reddy, L., & Dudek, C. (2023). Teachers and school administrators' experiences with professional development feedback: The classroom strategies assessment system implementation. *Frontiers in Psychology*. doi:<https://doi.org/10.3389/fpsyg.2023.1074278>
- Schleicher, A. (2020). The impact of teacher professional development on student outcomes. *International Journal of Educational Research*, 100. doi:<https://doi.org/10.1016/j.ijer.2020.101537>
- Yin , R. (2018). *Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed ed.)*. SAGE Publications.

Author Biographies

	Andi Ratu Ayuashari Anwar is a lecturer in the Department of Educational Administration, Faculty of Education, Universitas Negeri Makassar. She was born on August 27, 1999, in Makassar, South Sulawesi, Indonesia. She is currently conducting research closely related to leadership in education and educational management. Email: ratu.ashari@unm.ac.id
	Nanang Hermawan is a lecturer in the Department of Educational Administration, Faculty of Education, Universitas Negeri Makassar. He was born on November 5, 1993. He is currently conducting research closely related to the development of educational governance and management. Email: nanang.hermawan@unm.ac.id



Nuraisah is a lecturer in the Department of Educational Administration, Faculty of Education, Universitas Negeri Makassar. She was born on July 1, 1996, in Sinjai, South Sulawesi, Indonesia. She is currently conducting research closely related to educational institution management and educational management information systems.
Email: nuraisah@unm.ac.id