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Research Paper

Training Management as a Human Resource Development Strategy in Education: A PRISMA Systematic Review

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ABSTRACT

Education plays a strategic role in improving the quality of human resources (HR) as the primary foundation of national development. Human resource development efforts in education require a systematic and sustainable strategy, one of which is through planned and measurable training management. This study aims to analyze training management as a strategy for developing educational HR using a Systematic Review approach based on the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method. The research process was carried out through several stages, namely identification, screening, selection based on criteria, feasibility evaluation, and data synthesis of relevant scientific articles. Based on the results of the selection and analysis, it was found that training management plays a central role in improving the professional and pedagogical competencies, as well as the adaptability of educators to technological and curriculum developments. Technology-based training such as e-learning and webinars has proven effective in expanding access and increasing learning efficiency. Furthermore, human resource development strategies through competency-based and collaborative training can strengthen the performance of educators and improve the quality of education. However, various challenges such as limited resources, low digital literacy, and suboptimal policy support remain major obstacles. Therefore, training management needs to be designed as a long-term investment integrated with the vision, mission, and goals of educational institutions. With a holistic and collaborative approach, training management can be a strategic instrument in

creating superior, professional educators who are adaptable to the demands of the digital era.

Keywords: Training Management, Human Resource Development, Education



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INTRODUCTION

Education plays a strategic role in improving the quality of human resources (HR), the primary pillar of national development. According to Tilaar (2021), the quality of education is determined not only by the curriculum and infrastructure but also by the competence of the human resources who manage and implement the educational process. Human resources (HR) are a key factor in determining the success of education at every level. Human resources (HR) play a dominant role in an institution or organization, particularly in the world of education. Quality human resources are essential in education to provide educational services to the community. Qualified human resources will lead to the successful implementation of an institution or organization's activities. To obtain quality human resources, human resource development is necessary. Human resource development involves the task of optimally utilizing an institution's human resources, so that they can work optimally to jointly achieve goals in accordance with the organization's vision and mission. Human resource development in education is an urgent need that must be designed systematically and sustainably. One strategic approach that has proven effective is through planned and measurable training management (Hasibuan, 2020).

Well-managed training plays an important role in improving professional competence, pedagogical skills, and the adaptive abilities of educators to changes in technology and curriculum (Avivah & Rindaningsih (2025). According to Syafaruddin & Amiruddin (2017), it is explained that appropriate education and training can improve the performance of librarians, who are part of the educational resources. This shows that competency development must be carried out comprehensively, not only limited to teachers, but also to all educational staff. Training and development of human resources can improve the professionalism and competence of teachers, thereby improving the quality of educational institutions through better human resources (Hartati & Nurul Hidayati Murtafiah, 2022). Through a Systematic Review approach with the PRISMA method (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), this study seeks to identify, select, and analyze relevant scientific literature in the 2020–2025 period related to training management as a strategy for developing educational human resources. The results of this study are expected to provide theoretical contributions in the development of training management concepts and become a

practical reference for educational institutions in designing development policies and strategies. Sustainable, adaptive, and evidence-based human resources.

LITERATURE REVIEW

Developing human resources in education requires a planned, systematic, and sustainable strategy, one of which is through training management. The literature shows that training is a strategic component in improving educators' professional and pedagogical competencies, as well as their adaptability to technological developments and educational policies. Hasibuan (2020) emphasized that training is a key function in human resource management, aiming to create a competent workforce aligned with organizational goals. In the educational context, training focuses not only on improving technical skills but also on strengthening the professional capacity of teachers and education personnel. The increasingly complex educational environment demands a transformation of training from conventional approaches to more innovative, technology-based models. Farida and Rindaningsih (2024) found that digitizing training through e-learning and webinars can expand access, increase learning flexibility, and strengthen teachers' professional skills in the digital era. However, the success of digitalized training depends heavily on the readiness of educators in technological literacy and institutional support in providing facilities and data security. This perspective suggests that technology-based training requires systemic preparation to be effective.

On the other hand, research by Avivah and Rindaningsih (2025) emphasized that training effectiveness is largely determined by the human resource development strategies implemented by educational institutions, particularly competency-based training, collaborative learning, and the use of learning technology. This approach has been proven to improve educator performance and the quality of educational services. However, the effectiveness of this strategy is still affected by challenges such as limited resources, inadequate infrastructure, and weak managerial support in some educational institutions. Research by Syahrulyadi et al. (2024) reinforces the view that training should be positioned as a long-term investment in teacher development. Systematically designed and sustainable training significantly impacts skills, pedagogical abilities, and curriculum understanding. However, obstacles such as budget constraints, teachers' limited time for training, and resistance to change remain key issues in its implementation. These findings suggest that training requires policy support, funding, and an organizational culture open to innovation.

Meanwhile, Elyus et al. (2025) emphasize that training must be designed holistically, encompassing career development, work motivation, and strengthening teacher professional competencies. Continuous training and best practices are necessary to ensure consistent improvement in educator quality. However, limited policy support and inadequate budget allocation remain inhibiting factors in the implementation of human resource development strategies in various regions. Other literature demonstrates the close

relationship between training, organizational productivity, and innovation. Suko (2024) asserts that training is part of an organizational strategy that directly impacts productivity and the institution's ability to navigate dynamic change. Training must align with the educational institution's vision, mission, and strategic direction to produce competent and innovative human resources.

It can be concluded that training management plays a crucial role in the development of educational human resources. Training is no longer viewed as merely an additional activity, but as a core strategy that must be designed with a collaborative, evidence-based, adaptive, and long-term approach. Challenges such as budget constraints, the digital literacy gap, and resistance to change indicate the need for more innovative, flexible training models supported by institutional policies. The literature consistently emphasizes that well-planned training—from needs analysis and program design to implementation and evaluation—will produce professional, adaptive educators who are able to meet the demands of modern educational developments.

METHOD

This research method uses a literature review using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach, which is a systematic framework for conducting transparent and comprehensive literature reviews. The data used in this study are sourced from secondary sources, namely scientific journals relevant to the research topic. The following is the research flow of the Literature Review using PRISMA:

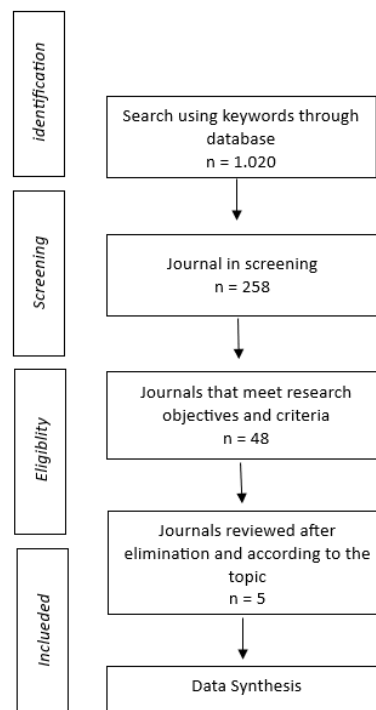


Figure 1. Results of literature study using the PRISMA model

a. Identify data sources

The process begins by identifying credible data sources, such as scientific journal databases like Google Scholar and Sinta. The keywords used in the search are structured based on the following keywords: Training Management, Human Resource Development, Education.

b. Initial Screening

From the search results, 258 journals were identified that matched the predetermined keywords. These articles were then screened based on their titles and abstracts to evaluate their suitability to the research topic. At this stage, journals that were irrelevant or did not meet the research focus were eliminated.

c. Selection Based on Criteria

Of the 258 identified journals, further selection was conducted based on predetermined inclusion and exclusion criteria.

1. Inclusion criteria may include journals with relevant topics, published within the last 5 years, and from reliable sources.

2. Exclusion criteria include journals that lack full access to their content, are irrelevant to the research context, or use a methodology different from the focus of this study.

The results of this process narrowed the number of journals for consideration to 48.

d. Eligibility Assessment

Next, an in-depth evaluation of the selected journals' content was conducted, including methodological analysis, key findings, and their suitability to the research objectives. Journals that lacked sufficient data or did not make a significant contribution to the study were eliminated. After this stage, only five journals met the requirements based on the criteria and research content.

e. Data Synthesis

The five journals that passed the final selection stage were then further analyzed to obtain information that could be used in formulating research conclusions. This process involved extracting data from each journal, comparing research results, and synthesizing findings to answer the research questions.

RESULT AND DISCUSSION

To gain a deeper understanding of training management as a strategy for developing human resources (HR) in education, an analysis of various relevant research findings was conducted. A summary of these study results is presented in the following table.

Table 1. Research Results

Study	Research result
Farida & Rindaningsih (2024)	Human resource (HR) development in education is undergoing significant changes with the advancement of the digital era. Training management is required to transform from conventional approaches to technology-based

	<p>models, such as e-learning and webinars, to improve educator competency. The implementation of digital-based training is a strategic step in strengthening teachers' professional, pedagogical, and social competencies, making them more adaptable to current developments and highly competitive. However, the success of training management also depends on the ability to address various implementation obstacles, including the digital literacy gap among teachers, limited technological resources, and data security issues in the educational environment.</p>
<p>Avivah & Rindaningsih (2025)</p>	<p>This research reveals that the success of training management in education depends heavily on the implementation of effective human resource (HR) development strategies, such as competency-based training, the use of digital technology, and collaborative learning. This approach has been proven to improve the quality of education while strengthening the performance of educators. However, the effectiveness of this strategy is largely determined by the institution's ability to manage limited resources, improve supporting infrastructure, and strengthen managerial support at the institutional level to ensure optimal training implementation.</p>
<p>Syahrulyadi dkk (2024)</p>	<p>Human resource (HR) development through training programs is seen as an essential long-term investment in improving the quality of education. Planned and sustainable training has been shown to positively impact the skills, knowledge, and pedagogical abilities of educators. This study emphasizes that successful training management depends on systematic, targeted planning and optimization of both internal and external training. However, in its implementation, training management faces several obstacles such as budget constraints, limited time for educators to participate in training, and resistance to change arising from within the organization itself.</p>
<p>Elyus dkk (2025)</p>	<p>Effective teacher resource management strategies in the education sector need to focus on implementing best practices, such as ongoing training and career development, to maintain motivation and improve the competency of educators. This study concludes that optimal training management must adopt a holistic and collaborative approach to achieve comprehensive human resource development goals. However, several obstacles remain that need to be addressed, including limited government policy support and limited</p>

	budget allocation, both of which directly impact the implementation of effective training and development programs.
Suko (2024)	This study confirms that human resource (HR) development is a primary function of training management, directly contributing to increased productivity and driving innovation. Therefore, every HR development program, including training activities, needs to be aligned with the organization's strategic direction, encompassing the institution's vision, mission, and objectives. This emphasis demonstrates that HR plays a strategic role as a key element that not only supports but also drives and influences the entire process and dynamics of educational activities.

The study results indicate that training management is a strategic instrument for human resource development in the education sector. An effective training management process begins with an analysis of training needs that aligns with the educational institution's vision and the characteristics of the teaching staff. Based on an analysis of selected articles, several strategies for implementing training and human resource development in education were identified. The training and development of teaching and administrative staff in educational institutions includes strategies including (Supratman et al., 2020):

- 1) Planning a training and development program for educators and educational staff includes: a framework as the basis for development and training, participatory management responsible for program implementation, and a Subject Teachers' Consultative Group (MGMP) that is expected to provide input, feedback, and evaluation on the program and training.
- 2) A training and development program for educators and educational staff includes assessing needs, providing motivation and confidence, creating a learning environment, ensuring training implementation, selecting training methods, and evaluating the program.
- 3) The outcomes of a training and development program for educators and educational staff include: knowledge transfer, improvement in the ability to convey knowledge effectively and efficiently; achievement; and educational institutions must recognize the achievements of educators, educational staff, and students.

Several studies agree that human resource development activities are a management function directly responsible for improving organizational productivity and performance. In the educational context, this means training is the primary mechanism for equipping educators with the best skills, knowledge, and abilities to face increasingly complex teaching challenges. Training Management ensures that human resources are a source of ideas and a driving force for institutional activities, so that every development effort implemented must be planned and aligned with the educational institution's vision, mission, and strategic objectives. Thus,

training is not merely an operational activity, but rather a management strategy to ensure the sustainability and competitive advantage of educational institutions. HR training and development strategies in educational institutions are crucial for improving educational quality, keeping abreast of the latest educational developments, increasing human resource motivation and engagement, enhancing organizational efficiency, and encouraging career development and retention. By investing time, effort, and resources in HR training and development, educational institutions can better achieve their goals and provide a better educational experience for students.

Based on the analysis of various relevant studies, it can be seen that training management plays a central role in human resource development efforts in education. Training management plays a very strategic role in the development of human resources in education. Training is no longer seen simply as an activity to improve technical skills, but rather as a systematic effort to develop competent, adaptive, and innovative educators in accordance with the demands of modern developments. Digital transformation is driving the implementation of training to shift from conventional models to technology-based approaches such as e-learning and webinars, which have been proven to expand access, increase effectiveness, and strengthen teachers' professional and pedagogical competencies. Furthermore, human resource development strategies through competency-based training and collaborative learning are considered capable of improving the quality of education and strengthening educators' performance in facing global challenges. However, the successful implementation of training management depends heavily on systematic planning, strong managerial support, and synergy among educational stakeholders. Challenges such as limited resources, minimal budget allocation, the digital literacy gap, and resistance to change remain major obstacles to effective training implementation. Therefore, training must be designed as a long-term investment integrated with institutional strategy and aligned with the vision, mission, and goals of the educational organization. With a holistic and collaborative approach, training management can function not only as a means of improving competency but also as a driver of innovation and productivity in the educational environment. Human resource development aligned with the organization's strategic direction will encourage the creation of superior, professional educators who are ready to adapt to the dynamics of the digital era.

CONCLUSION

Training management plays a strategic role in the development of human resources (HR) in education. Training serves not only as a means of improving technical skills but also as a managerial strategy to develop professional, adaptive, and innovative educators. Effective training management is characterized by systematic planning, measurable implementation, and ongoing evaluation to improve the competence and performance of educators in accordance with the needs of educational institutions. Furthermore, technological developments require training implementation to transform from conventional models to digital-based approaches such as e-learning and webinars, which are more flexible and efficient. However, the

implementation of training management still faces various challenges, such as budget constraints, digital literacy gaps, and resistance to change. Therefore, training management needs to be designed as a long-term investment integrated with the vision and mission of educational institutions. With a collaborative and strategically oriented approach, training management can be a key driver of improving educational quality and developing superior and competitive human resources in the digital era.

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