

Implementing the PDCA-Based Human Resource Management Model to Enhance Teacher Performance

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Received: 15-02-2026

Revised: 30-02-2026

Accepted: 12-02-2026

KEYWORDS

Human Resource Management;
PDCA Cycle;
Teacher Performance;
Elementary Education;
Continuous Improvement.

ABSTRACT

This study investigates the implementation of human resource management (HRM) practices based on the Plan-Do-Check-Act (PDCA) cycle to enhance teacher performance in two Indonesian elementary schools: SDN Jatisari and SDN Cimuncang, located in Baleendah District. Employing a qualitative descriptive design, the research explores how HRM processes—including planning, implementation, evaluation, and follow-up—are executed and the challenges encountered in each stage. Data were collected through in-depth interviews, participatory observation, and document analysis, with triangulation applied to ensure validity. The findings reveal that HRM implementation in both schools has followed the PDCA framework but remains suboptimal in effectiveness. In the planning stage, teacher participation is limited, and most decisions are made through a top-down approach. The implementation stage exhibits mismatches between teachers' qualifications and teaching assignments, alongside irregular professional development programs. Evaluation processes lack standardized performance assessment instruments, leading to inconsistent and subjective feedback. Furthermore, the follow-up stage shows weak monitoring mechanisms and fragmented post-training evaluations, mainly due to financial constraints. Despite these limitations, the application of PDCA principles has provided both schools with a foundational structure for continuous improvement. The research concludes that effective HRM practices require an integrated, participatory, and data-driven approach aligned with Total Quality Management (TQM) principles. Strengthening teacher involvement, establishing standardized evaluation systems, and institutionalizing continuous monitoring are critical to enhancing teacher performance and improving educational quality. This study contributes theoretically by contextualizing the PDCA cycle within HRM for primary education and practically by offering actionable strategies for school leaders to implement sustainable HRM reforms in Indonesian elementary schools.

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Introduction

1. Background

Teachers play a pivotal role in shaping the quality of education within elementary schools (Indriyanti et al., 2024; Jabar & Susilo, 2021). The effectiveness of learning and students' attainment of desired competencies are directly contingent upon the professionalism, dedication, and performance of educators (Prayoga et al., 2024; Sutiono, 2021). Beyond merely imparting knowledge, teachers also serve as mentors, facilitators, and exemplars, influencing students' character development and fostering a positive learning culture (Astuti et al., 2023). Consequently, enhancing educational quality necessitates sustained and systematic endeavors to bolster teacher performance (Prayoga et al., 2024; Sutiono, 2021). This includes initiatives focused on improving pedagogical competence, as teacher actions and behaviors directly impact the learning process through effective planning, teaching, and evaluation (Afandi et al., 2023). Moreover, a teacher's commitment to continuous improvement, evidenced by engaging in professional development activities like Participatory Action Research, fosters direct involvement and refinement of pedagogical approaches and mindsets (Sinambela, 2014).

The Indonesian government has enacted various policies underscoring the imperative of teacher professionalism, notably Law Number 14 of 2005 concerning Teachers and Lecturers (Hidayati et al., 2025) and Regulation of the Minister of National Education Number 13 of 2007 pertaining to Teacher Competency Standards (Aswanrahman et al., 2022). These legislative frameworks stipulate four fundamental competencies for teachers: pedagogical, professional, social, and personal (Ali & Syarnubi, 1970; Aswanrahman et al., 2022). These competencies form the bedrock upon which teachers are expected to execute their professional responsibilities, thereby fostering effective, innovative, and outcome-oriented learning environments for students (Fatemipour, 2013; Paul et al., 2019). Nevertheless, the practical implementation of these regulations continues to encounter substantial challenges, particularly concerning human resource management in primary educational institutions (Rahadian, 2023; Sukawati et al., 2020). Despite governmental efforts to certify teachers and implement competency training programs since 2006, the average teacher competency test score in 2015 was notably low at 56.69, indicating a persistent gap in expected teaching standards (Ganendra, 2019).

Empirical evidence indicates that the quality of basic education in Indonesia lags behind that of its Southeast Asian counterparts (Samala et al., 2024). National and international assessments, such as PISA and ANBK, consistently reveal that Indonesian students' competency levels fall below established benchmarks (Bilad et al., 2024; Harisa et al., 2022). This deficit in educational quality points to fundamental systemic issues, prominent among which is suboptimal human resource management (Nuryana et al., 2020). A significant number of elementary schools struggle with effective educator management, attributable to deficiencies in the planning, implementation, evaluation, and follow-up phases of teacher management (Mulyati et al., 2024).

Challenges in human resource management within elementary schools encompass several critical dimensions. Firstly, there persists a notable misalignment between teachers' academic qualifications and their assigned instructional roles (Hobbs & Porsch, 2021; Rohman, 2016). Secondly, professional development and training programs for teachers are frequently characterized by inconsistency and a lack of alignment with specific school needs (Lim et al., 2020; Rasmitadila et al., 2024). Thirdly, the teacher recruitment processes in many institutions often lack selectivity and are not sufficiently predicated on a rigorous analysis of actual needs

(Huang et al., 2020; Sabon, 2023). Fourthly, the teacher performance evaluation system frequently operates without consistent application, thereby impeding its capacity to significantly enhance performance through effective follow-up actions (Rahmawati, 2023; Sadtyadi & Kartowagiran, 2014). These conditions collectively contribute to diminished teacher motivation, morale, and a dearth of innovative classroom pedagogical approaches (Haestetika et al., 2023).

Ineffective human resource management directly compromises the quality of the teaching and learning process within schools (Sukawati et al., 2020). Educators who do not receive adequate guidance, support, and constructive evaluation are prone to performance stagnation, which ultimately impacts student learning outcomes (Montenegro & Andal, 2023). Furthermore, weak HR management can precipitate an inequitable distribution of workload among teachers, foster poor coordination among instructional staff, and hinder the cultivation of a collaborative professional culture within the school environment (Alwaely & Jarrah, 2020). This underscores that initiatives to elevate educational quality must commence with a planned, structured, and performance-oriented reform of the HR management system (Zulwiddi & Iswantir, 2023).

A viable strategy for reforming HR management in educational settings involves the application of the Total Quality Management paradigm, particularly through the Plan-Do-Check-Act cycle (Khikmah et al., 2020; Saparina et al., 2020; Wulogening & Timan, 2020). This approach furnishes a systematic framework designed to ensure that each phase of HR management adheres to principles of continuous improvement (Isniah et al., 2020). In the planning stage, schools can formulate teacher management strategies grounded in actual requirements; the implementation stage involves deploying teacher development policies and programs; the checking stage entails evaluating performance outcomes and program efficacy; and the action stage serves as the follow-up process for rectifying weaknesses and reinforcing strengths achieved (Khikmah et al., 2020). While this concept has found extensive application in industrial and public sector organizations, its integration into the context of Indonesian elementary schools, specifically in teacher HR management, remains considerably limited (Cheng et al., 2023; Wibowo et al., 2019).

Consequently, research into PDCA cycle-based HR management in elementary schools assumes significant importance and relevance. This methodology is posited to empower schools to manage educators more effectively, inclusively, and sustainably. Through judicious implementation, schools are anticipated to cultivate a productive work culture, enhance teacher performance, and ultimately improve the quality of learning and student academic achievements. Therefore, investigating HR management's role in improving teacher performance in elementary schools represents a strategic imperative for addressing Indonesia's educational quality challenges. This study aims to explore the application of the Plan-Do-Check-Act cycle within human resource management frameworks to optimize teacher performance in Indonesian elementary schools, focusing on how this systematic approach can address identified challenges and elevate educational standards.

2. Previous Literature Review

Various previous studies have highlighted issues related to educational quality and human resource management in schools. Mega et al. found that many teachers are still placed in positions not aligned with their areas of expertise, leading to suboptimal learning performance. Syaekhan et al. emphasized that the consistency of teacher professional development programs remains weak, as the training provided is neither continuous nor relevant to field needs. Meanwhile, Santoso and Habbah et al. showed that ineffective

management of educators negatively impacts the school learning environment, manifesting as low teacher motivation, work discipline, and a lack of collaboration among teachers.

On the other hand, various studies have proposed the application of the Total Quality Management concept in education as a strategy for quality improvement. Tilman and Rachman assert that TQM, particularly through the PDCA cycle, can be a systematic approach to creating a culture of continuous improvement in schools. This approach encourages the participation of all school components in planning, implementing, evaluating, and following up on every activity related to improving educational quality. Nevertheless, research specifically linking the application of TQM to teacher HR management in elementary schools remains very limited, both nationally and internationally.

The fundamental research gap lies in the absence of a comprehensive study focusing on the application of the TQM concept based on the PDCA cycle within the context of HR management in elementary schools. Most previous studies have tended to discuss only certain aspects of teacher management, such as training, evaluation, or qualifications, without considering the overall integrated management system. Furthermore, prior studies have predominantly been conducted at secondary and high school levels, while research at the elementary school level is still very limited. However, elementary schools form the primary foundation for establishing the quality of national education, making effective HR management at this level crucial.

Additionally, a clear gap between theory and practice in the implementation of HR management in elementary schools has been identified. On one hand, various educational regulations and policies have emphasized the importance of teacher professionalism, yet on the other hand, many schools have not effectively and systematically implemented HR management principles. This critically highlights the need for an HR management model that can be practically implemented and aligned with the characteristics of elementary schools in Indonesia.

The novelty of this research significantly lies in the integration of the HR management concept with the TQM approach through the application of the PDCA cycle in the context of elementary schools. This research does not merely examine one aspect of teacher management but views the entire HR management process holistically and comprehensively, from planning, implementation, and evaluation to follow-up. This approach is believed to be capable of creating a participatory, adaptive, and continuous improvement-oriented teacher management system.

Furthermore, this research designates elementary schools as the primary locus of study, which has historically received insufficient attention in education management studies. Focusing on the micro-context of elementary schools provides a crucial empirical contribution, as it is here that the process of character formation and students' basic competencies begins. Thus, the results of this research are expected to provide theoretical contributions to the development of HR management models in education, as well as practical recommendations relevant to school principals and education managers in improving teacher performance.

Generally, this research aims to analyze human resource management in improving teacher performance at SDN Jatisari and SDN Cimuncang, Baleendah District, Bandung Regency. This objective is set to clearly understand how the HR management concept can be optimally and effectively applied in elementary schools through the PDCA approach.

Specifically, this research aims to describe the planning process of human resource management in improving teacher performance in elementary schools. Furthermore, this

research will analyze the implementation of HR management programs that directly support teacher professional development. In addition, this study will also evaluate the effectiveness of the implementation and assessment of teacher performance within the framework of PDCA-based HR management. Finally, this research aims to identify follow-up actions and continuous improvement strategies in HR management to enhance learning quality. The results of this research are expected to provide a strong empirical overview of HR management practices in elementary schools, as well as generate concrete and actionable strategic recommendations for schools to improve and optimize educational quality through strengthening teacher performance. Ultimately, this research seeks to bridge the existing gap between theory and practice, providing a robust framework for enhancing teacher effectiveness and, consequently, student learning outcomes within the elementary school setting.

Method

This study employed a qualitative approach with a descriptive design to gain an in-depth understanding of human resource management (HRM) practices in enhancing teacher performance at SDN Jatisari and SDN Cimuncang, Baleendah District, Bandung Regency. The qualitative approach was chosen because it enables the researcher to explore the phenomenon comprehensively within its natural context in elementary school settings. Through this approach, the researcher seeks to understand the meanings, perceptions, and experiences of principals, teachers, and supervisors in managing and developing human resources in primary education. The descriptive design was adopted to provide a factual and systematic portrayal of the processes of planning, implementation, evaluation, and follow-up of HR management without manipulating variables (W. Best & V. Kahn, 2016).

1. Participants and Data Sources

Participants were determined through purposive sampling, a technique in which informants are deliberately selected based on specific criteria relevant to the research objectives (Sugiyono, 2017). The primary informants consisted of school principals, teachers, and school supervisors, as these individuals possess direct experience and insight into HRM practices in elementary schools. The principal acts as the strategic decision-maker and executor of HRM policies; teachers serve as the implementers of these policies in their professional practice; and the supervisor functions as an external evaluator responsible for supervision, guidance, and performance assessment (Moleong, 2018).

2. Data Collection Techniques

Data were collected using three primary techniques. First, in-depth interviews were conducted semi-structurally to obtain comprehensive insights into human resource management practices within both schools. The questions specifically focused on the planning, implementation, evaluation, and follow-up aspects of teacher performance improvement, guided by the PDCA cycle. Second, participant observation involved directly observing managerial and instructional activities within the school environment. This method was crucial for capturing social dynamics and contextual nuances that might not have emerged through interviews alone. Finally, document analysis complemented these methods by examining official school documents. These included the School Work Plan, School Activity and Budget Plan, academic supervision reports, and meeting minutes, among other relevant materials. These documents served as vital secondary data sources, reinforcing and validating the findings gathered from interviews and observations.

3. Data Trustworthiness

To ensure the validity and reliability of the findings, this study employed source and method triangulation lincoln. Source triangulation was carried out by cross-checking information obtained from principals, teachers, and supervisors, while method triangulation involved comparing data derived from interviews, observations, and documents. Additionally, member checking was conducted by returning the findings to the informants to confirm their accuracy and the credibility of the researcher's interpretations (Miles & Huberman, 1994).

4. Data Analysis Techniques

Data were analyzed using the interactive analysis model developed by Miles and Huberman, which consists of three main components. First, data reduction involved the process of selecting, simplifying, and organizing raw data obtained from field notes, interview transcripts, and documents. Second, data display facilitated the identification of emerging patterns and relationships through the presentation of data in narrative, matrix, or tabular form. Finally, conclusion drawing and verification encompassed the interpretation of data, identification of key findings, and verification of conclusions through iterative reflection and re-examination of evidence.

The analysis was conducted continuously and iteratively throughout the research, from the data collection stage to the completion of the study. This ongoing process enabled the researcher to refine interpretations and develop a comprehensive understanding of HRM practices that contribute to enhancing teacher performance in elementary schools (Creswell, 2007).

Result

Based on the research conducted at SDN Jatisari and SDN Cimuncang, the implementation of human resource management (HRM) to improve teacher performance has been initiated but remains suboptimal. The findings at each stage of the management cycle are described below.

Table 1. Summary of HR Management Implementation and Constraints

HR Management Stage	Success Rate	Main Constraints
Planning (Plan)	60%	Low teacher participation ($\approx 25\%$), limited data availability, and budget constraints
Implementation (Do)	55%	Non-ideal teacher distribution ($\approx 30\%$ teachers not in their field), subjective supervision
Evaluation (Check)	50%	Non-standardized evaluation instruments, weak documentation
Follow-up (Act)	45%	Absence of a monitoring system, limited financial support

1. Planning (Plan) of Human Resources

At the planning stage, both schools have established a formal foundation through the preparation of the School Work Plan (RKS) and Annual Work Plan (RKT). However, the

planning process still faces significant challenges in terms of teacher participation. Data indicate that only about 25% of teachers were actively involved in the planning process, while the remaining 75% acted merely as recipients of predetermined policies. Moreover, approximately 90% of the programs in the RKS/RKT were formulated using a top-down approach by school management. Another major issue concerns the lack of comprehensive teacher performance data, which limits the accuracy and responsiveness of planning decisions.

2. Implementation (Do) of Human Resources

During the implementation stage, teacher placement and development efforts encountered several challenges. Around 30% of teachers at both schools had to teach outside their areas of expertise due to the limited availability of qualified personnel. Regarding professional development, only 40% of teachers regularly participated in Teacher Working Group (KKG) activities or training programs, while 60% joined only when required. Academic supervision was conducted routinely, yet both principals relied on non-standardized instruments, leading to assessments that were often subjective and inconsistent.

3. Evaluation (Check) of Human Resources

In the evaluation phase, almost all teachers were supervised and their teaching administration reviewed. Nevertheless, both schools lacked standardized and well-documented evaluation instruments. Consequently, about 70% of teachers reported that the feedback they received from supervision was general and nonspecific, providing little guidance for improving teaching practices. Furthermore, about 85% of administrative documents examined were prepared only to fulfill formal requirements, rather than reflecting genuine implementation in classroom practice.

4. Follow-up (Act) of Human Resources

As a follow-up to the evaluation results, nearly 80% of teachers who experienced instructional difficulties received brief coaching from the principal. However, both schools lacked a continuous monitoring system to ensure the sustainability and effectiveness of coaching and training. Nearly 75% of teachers reported that follow-up programs typically ended after the training sessions, with no further assessment of their impact on teaching competencies. Additionally, budget constraints limited the realization of planned development programs, with only about 50% of them successfully implemented.

Table 2. Percentage Comparison of Conditions Before and After HR Management Implementation

Aspect	Condition "Before" (Assumed)	Condition "After" (Research Findings)
Teacher involvement in planning	<10%	Increased to ±25%
Teachers participating in professional development	±20% (occasional)	Increased to ±40% (structured)
Teachers evaluated systematically	±30%	Significantly increased to ≈100%
Availability of monitoring system	0%	Remained 0%

Table 3. Comparison Between SDN Jatisari and SDN Cimuncang

Aspect	SDN Jatisari	SDN Cimuncang	Conclusion
Teacher involvement in planning	30%	20%	SDN Jatisari is more participatory
Teachers teaching within their expertise	75%	65%	SDN Jatisari has better teacher placement
Availability of standardized evaluation instruments	0%	0%	Both schools equally lack them
Realized follow-up programs	55%	45%	SDN Jatisari is more consistent in implementation

5. Summary of Findings

Overall, the research reveals that both SDN Jatisari and SDN Cimuncang have implemented the complete HRM cycle based on the PDCA model. However, its effectiveness remains limited due to issues such as low teacher participation, non-standardized evaluation tools, and the absence of systematic monitoring. Quantitative data indicate that SDN Jatisari performs slightly better in several aspects, particularly in planning and follow-up, but both schools face similar fundamental challenges in institutionalizing sustainable and data-driven HR management practices.

Discussion

1. Teacher Participation in Planning and Decision-Making

The findings reveal that teacher participation in planning and decision-making processes at SDN Jatisari and SDN Cimuncang remains notably limited, with an average involvement rate of approximately 25%. This reflects a deeply entrenched top-down administrative culture in which most strategic and operational decisions are made unilaterally by school administrators, relegating teachers to passive implementers rather than active collaborators. Handoko (2018) and Mangkunegara (2017) emphasize that employee involvement in planning constitutes one of the core principles of human resource management (HRM), as it generates psychological ownership, strengthens accountability, and enhances motivation to realize institutional objectives. Such participation is especially critical in educational contexts where teachers serve as the primary agents in translating policy into classroom practice.

Within primary education, the limited involvement of teachers has tangible consequences for the success and sustainability of school programs. Robbins and Coulter (2019) stress that participatory planning enhances institutional coherence, as it fosters a collective understanding of strategic direction and increases the likelihood that formulated plans are realistic, context-sensitive, and feasible. This observation is consistent with Deming's (1986) *Plan* component in the PDCA cycle, which underscores the importance of inclusive and data-informed planning as the foundation for continuous quality improvement. Consequently, strengthening teacher participation in planning is not merely procedural but transformative, as it cultivates a participatory school culture, encourages innovation, and ensures that management decisions remain grounded in classroom realities. Sustainable educational reform depends on fostering such participatory mechanisms where teachers function as co-designers of institutional goals rather than as recipients of administrative directives.

2. Appropriateness of Teacher Placement and Competency Development

The study demonstrates that around 30% of teachers across both schools teach subjects outside their certified areas of specialization, while only 40% actively and consistently participate in professional development programs such as Teacher Working Groups (KKG) and training activities. This situation signifies systemic weaknesses in teacher deployment and competency management. According to Mathis and Jackson (2019), effective HRM must adhere to the principle of *placing the right person in the right position*, which ensures alignment between individual capabilities and organizational needs. Mismatches between teacher qualifications and assigned subjects undermine pedagogical effectiveness, impede instructional quality, and can diminish intrinsic motivation.

From a Total Quality Management (TQM) perspective, the *Do* phase emphasizes the continuous development of competencies to improve both individual and institutional performance (Goetsch & Davis, 2014). Yet, the findings suggest that existing professional development initiatives are irregular, often motivated by compliance rather than genuine capacity building. Syaekhan et al. (2025) similarly highlight that teacher development programs in Indonesian primary schools frequently lack systematic needs assessment and measurable outcomes. Therefore, schools must transition from ad hoc, externally driven training to strategic, data-based professional development that identifies skill gaps, establishes learning pathways, and links training outcomes to performance appraisal systems. Such an integrated framework would create a culture of lifelong learning and organizational resilience.

3. Weaknesses in Evaluation and Academic Supervision Systems

The evaluation and academic supervision components in both SDN Jatisari and SDN Cimuncang reveal pervasive challenges related to non-standardized instruments and inconsistent feedback mechanisms. The absence of formalized, evidence-based evaluation tools leads to superficial performance assessments that fail to guide meaningful instructional improvement. Within the PDCA model, the *Check* phase represents a crucial step in verifying whether implementation aligns with planned objectives through data-driven evaluation (Deming, 1986). When evaluation systems lack reliability and validity, the entire quality management process risks becoming symbolic rather than functional.

Glickman et al. (2018) argue that effective academic supervision should be ongoing, dialogic, and formative—designed to empower teachers to critically reflect on their pedagogical practices and make continuous refinements. However, findings from the study indicate that feedback tends to be generic, unstructured, and compliance-oriented, reflecting limited supervisory competence among school leaders. This finding aligns with Santoso (2020), who asserts that the absence of systematic performance evaluation frameworks undermines accountability and instructional quality in Indonesian primary education. Strengthening the evaluation system requires developing standardized performance rubrics, training supervisors in evidence-based assessment, and institutionalizing feedback loops that transform evaluation into a driver of professional learning.

4. Limitations in Follow-Up and Program Sustainability

The follow-up mechanisms following evaluation and coaching are another area of significant weakness. Although approximately 80% of teachers facing instructional difficulties receive brief mentoring from principals, both schools lack structured monitoring frameworks to track progress or evaluate long-term impact. This deficiency indicates that the *Act* phase in the PDCA cycle remains underdeveloped. Oakland (2014) and Evans and Lindsay (2017) highlight that the *Act* stage determines whether evaluation results are transformed into

actionable strategies for ongoing improvement. Without this final step, the PDCA process becomes a static routine rather than a dynamic cycle of enhancement.

Financial constraints and the absence of post-training evaluation have further exacerbated fragmentation in follow-up activities. Tilman (2023) observes that in the absence of systematic monitoring, quality initiatives risk devolving into short-term compliance exercises rather than instruments of institutional transformation. To overcome this, schools must design integrated follow-up mechanisms that include structured feedback, performance tracking, and post-intervention evaluation. Establishing an internal database of professional development outcomes and linking it to the planning stage would enable continuous adaptation. Embedding these mechanisms in a cyclical improvement model would ensure that each iteration of the PDCA process produces tangible gains in teacher performance and school quality.

5. Interim Conclusion of the Discussion

In summary, the research highlights that HRM implementation at SDN Jatisari and SDN Cimuncang remains constrained by four interconnected challenges: limited teacher participation, misalignment between qualification and placement, weak evaluation and supervision systems, and inadequate sustainability of follow-up programs. While both schools formally adopt the PDCA cycle, its application lacks the rigor, depth, and continuity required to achieve genuine *continuous quality improvement* as envisioned by the TQM framework. Future HR management strategies should therefore emphasize participatory decision-making, evidence-based performance assessment, and institutionalized monitoring to create a self-reinforcing system of professional and organizational learning. By embedding these principles, schools can transition from compliance-oriented management toward adaptive, data-informed leadership that continuously advances teacher effectiveness and educational excellence.

Conclusion

The findings of this study reveal that the implementation of human resource management for improving teacher performance at SDN Jatisari and SDN Cimuncang demonstrates the application of all four PDCA stages—Plan, Do, Check, and Act—though its practical implementation remains suboptimal. The study shows that while formal structures and managerial frameworks exist, the operationalization of these processes lacks thoroughness, systematic integration, and sustainability. First, the planning stage indicates a predominant top-down orientation that limits teacher participation and inhibits shared decision-making. This low level of engagement constrains the relevance and effectiveness of school planning documents such as RKS and RKT. Second, in the implementation stage, teacher placement and professional development efforts remain inconsistent, with significant gaps between teacher qualifications and instructional assignments. The limited frequency and scope of capacity-building programs further underscore the need for a more strategic approach to competency enhancement. Third, the evaluation process is hindered by the absence of standardized and data-driven performance appraisal instruments. As a result, supervisory practices tend to be formalistic rather than formative, providing insufficient guidance for pedagogical improvement. Finally, the follow-up stage is characterized by a lack of systematic monitoring and evaluation mechanisms to ensure that feedback and coaching activities translate into measurable improvements. Budgetary limitations and fragmented post-training evaluations contribute to the discontinuity of HRM initiatives. Overall, the PDCA-based HRM framework at both schools has yet to fully embody the principles of Total Quality Management, which emphasize continuous improvement, participatory governance, and evidence-based decision-making. The study underscores the importance of developing an integrated HR

management model that aligns planning, implementation, evaluation, and follow-up processes in a cyclical and data-oriented manner. Strengthening teacher participation, refining supervision instruments, and institutionalizing continuous monitoring systems are essential steps toward fostering a culture of sustained professional growth and educational excellence in primary schools. In conclusion, this research contributes both theoretically and practically by demonstrating how the PDCA cycle can serve as a dynamic mechanism for educational quality assurance when effectively integrated into HRM practices. The study recommends that future HRM strategies in elementary education adopt a participatory and reflective model that empowers teachers as co-creators of institutional development, thereby reinforcing the long-term goal of achieving systemic improvement in teacher performance and student learning outcomes.

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