



The Role of Leadership in Driving Human Resource Development Initiatives

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ABSTRACT

This study examines the role of leadership in driving Human Resource Development (HRD) initiatives and their impact on organizational performance at SMAN 1 Bringin, Semarang Regency. Using a qualitative approach through semi-structured interviews with 15 participants – including the principal, HRD staff, teachers, and administrative staff – the study identifies transformational and servant leadership styles as the most effective in fostering a culture of continuous learning and innovation. The findings reveal that the main challenges in implementing HRD include limited resources and resistance to change, while aligning HRD initiatives with organizational goals is key to the success of development programs. Strong leadership in HRD has been proven to significantly enhance teacher and staff engagement, adaptability, and overall organizational success, reinforcing the strategic role of leadership in sustaining long-term growth and competitive advantage within the educational environment

INTRODUCTION

Leadership plays a crucial role in driving Human Resource Development (HRD) initiatives by acting as a strategic force that shapes the design and outcomes of these programs. In the context of rapid technological advancements, globalization, and changing workforce demographics, leaders are responsible for ensuring that HRD efforts are not only aligned with the immediate needs of the organization but are also adaptable to long-term goals (Afsar & Umrani, 2020). Effective leadership bridges the gap between organizational objectives and employee development by fostering a learning environment, identifying skill gaps, and aligning HRD programs with the organization's strategic vision (Gilal et al., 2019; Saeed et al., 2019).

At SMAN 1 Bringin, Semarang Regency, leaders are also tasked with promoting a culture of continuous learning, ensuring that teachers and staff are equipped with the necessary skills and competencies to navigate the ever-evolving educational landscape. Through this, (Frich et al., 2015; Pinto Borges et al., 2021) ensures that HRD initiatives contribute to individual professional growth and the school's sustainable success.

A fundamental aspect of leadership in HRD at SMAN 1 Bringin is the ability to cultivate an organizational culture that values and prioritizes continuous learning and professional growth. Leaders who actively champion learning and skill development inspire their teachers and staff by setting examples and creating an environment where development is embedded in the school's structure (Alrowwad et al., 2020; Iqbal et al., 2019). As role models and agents of change, leaders at SMAN 1 Bringin are responsible for identifying and addressing skill gaps within the teaching workforce, aligning training initiatives with the broader strategic goals of the school. By doing so, leaders ensure that teachers and staff are not only prepared for current challenges but are also positioned to thrive in meeting future demands (Al-Swidi et al., 2021; Lee et al., 2019).

Leadership styles such as transformational and servant leadership play a particularly vital role in HRD at SMAN 1 Bringin, as both focus on empowering teachers and staff, fostering collaboration, and nurturing individual potential. Transformational leaders motivate and engage teachers and staff by inspiring a shared vision and encouraging innovation, while servant leaders prioritize the well-being and development of their teams. Both approaches are essential for creating a school culture that encourages active participation in learning and growth, resulting in motivated, skilled, and adaptable educators aligned with the school's long-term vision. Through these leadership strategies, SMAN 1 Bringin fosters a sense of ownership in the development of teachers and staff, ensuring that individual and school success go hand in hand (Vinet & Zhedanov, 2011).

Despite the crucial role of leadership in driving HRD initiatives at SMAN 1 Bringin, several challenges often hinder their successful integration into school practices. One major constraint is limited resources, which can restrict the scope and effectiveness of HRD programs. Budget limitations, insufficient time, and a lack of skilled trainers can prevent the school from fully

implementing development initiatives (Dhoopar et al., 2022; Upadhyay & Kumar, 2020). Furthermore, resistance to change poses a significant barrier, as teachers and staff may be reluctant to adopt new learning methods or development strategies, especially if these disrupt established routines. Another common issue is the misalignment between leadership actions and broader HRD goals, which can result in fragmented or ineffective initiatives that fail to meet the school's strategic objectives (Bailey et al., 2019; Wauna & Obwogi, 2014).

Additionally, the effectiveness of leadership in HRD at SMAN 1 Bringin is heavily influenced by the school's cultural and organizational context, requiring leaders to adopt flexible, context-specific approaches that suit the unique needs and dynamics of their teams. Leaders must navigate these complexities by fostering inclusivity, adaptability, and resilience, ensuring that HRD programs not only align with the school's vision but also address the diverse needs of teachers and staff (Palupiningtyas, 2024; Yusoff et al., 2020). Addressing these challenges is critical for creating sustainable HRD initiatives that lead to the long-term growth and success of SMAN 1 Bringin, as the ability to overcome these barriers directly impacts the impact and sustainability of leadership-driven development efforts within the school.

With SMAN 1 Bringin, Semarang Regency, as the study site, this journal aims to explore the intricate relationship between leadership and Human Resource Development (HRD) in an educational context by analyzing how various leadership strategies, styles, and behaviors influence educator development and overall school performance. By examining successful case studies and identifying best practices at SMAN 1 Bringin, this study provides valuable insights into how effective leadership can shape HRD initiatives to achieve optimal outcomes in an educational setting.

These insights offer a practical framework for educational leaders to design HRD programs that not only address current skill gaps but also promote long-term engagement and development of teachers and staff (Dr. Shalaka Parker | Prof. Mrs. Viral S Ahire, 2019; Untari & Suharto, 2021). The goal is to equip educational leaders with the knowledge and tools needed to create HRD initiatives that drive innovation, improve teaching quality, and ensure the school's ability to adapt to an ever-changing educational landscape (Bush, T., Glover, D, Middlewood, 2014; Dr. Shalaka Parker | Prof. Mrs. Viral S Ahire, 2019; Van Den Ouweland et al., 2019). Through this comprehensive analysis, the study at SMAN 1 Bringin aims to guide leaders in aligning HRD efforts with the school's strategic objectives, ultimately ensuring the school's competitiveness and sustainable success in the face of current and future educational challenges.

Although the recognition of leadership's critical role in HRD at SMAN 1 Bringin continues to grow, there remains a gap in understanding how specific leadership behaviors and strategies can lead to successful HRD initiatives in a school context. This gap underscores the need for further exploration of which leadership styles – be it transformational, transactional, or servant leadership – are most effective in driving HRD efforts in educational environments.

Additionally, it raises important questions about how educational leaders at SMAN 1 Bringin can overcome various challenges that often hinder HRD success in schools, such as resource limitations and resistance from teachers and staff to change. Leaders must navigate these challenges while ensuring that HRD initiatives remain relevant, adaptive, and aligned with the school's goals.

Answers to these questions are critical for developing a comprehensive framework that schools can use to optimize HRD initiatives. Such a framework would provide actionable insights into how leadership can be leveraged to maximize teacher and staff engagement, skill development, and educational innovation, ultimately supporting the school's long-term growth and competitiveness. Understanding the direct relationship between leadership behaviors and HRD outcomes in the context of SMAN 1 Bringin can empower the school to create more effective and sustainable HRD strategies that not only drive the development of teachers and staff but also contribute to the overall success of the school.

LITERATURE REVIEW

Leadership

Leadership has long been recognized as a fundamental driver of organizational effectiveness and success, as it directly impacts the alignment of employee efforts with organizational goals (Hasan & Hamdan, 2023; Mahmood et al., 2019). Transformational leadership, is particularly powerful in inspiring and motivating employees by presenting a shared vision, which fosters an environment ripe for innovation and collaboration (BAQUERO, 2022). Transformational leaders are adept at energizing their teams, influencing their behaviors, and aligning individual aspirations with the broader goals of the organization, ensuring that both employees and the organization as a whole thrive. However, effective leadership is not limited to a single style but must be adaptive to the specific context, organizational culture, and diversity of the workforce (Anser et al., 2021; Asif et al., 2019). This flexibility allows leaders to tailor their approaches, whether transformational, transactional, or situational, to meet the evolving needs of the organization. Moreover, leadership is intrinsically linked to the cultivation of a positive organizational culture, one that promotes trust, commitment, and performance (Bag et al., 2021; Buil et al., 2019). Leaders, acting as change agents, play a crucial role in fostering such a culture, driving sustainable growth and organizational development. By influencing values, behaviors, and norms, leaders shape the organizational environment in ways that not only enhance employee satisfaction but also promote long-term organizational success, making leadership a vital element in both managing day-to-day operations and guiding the organization toward its strategic objectives (Hussain et al., 2019).

Human Resource Development (HRD)

Human Resource Development (HRD) has become an essential field in modern organizations, playing a critical role in enhancing employees' knowledge, skills, and competencies to ensure both individual and organizational growth (Lee et al., 2019)). HRD is central to building organizational capacity by focusing on key areas such as employee learning,

career development, and long-term growth, ensuring that the workforce remains prepared for the challenges posed by rapidly changing environments (Rubel et al., 2021). HRD not only emphasizes strategic training programs but also provides continuous learning opportunities, helping organizations adapt to new technological advancements, market shifts, and evolving workforce demands. Furthermore, previous research emphasize the importance of aligning HRD initiatives with broader organizational strategies, as this alignment maximizes the impact of training and development on productivity, innovation, and overall performance (Jayathilake et al., 2021). By investing in HRD, organizations signal their commitment to the growth and professional fulfillment of their employees, leading to higher levels of employee engagement and retention. Well-executed HRD practices foster a sense of loyalty and satisfaction among employees, as they feel valued and supported in their career development (Kaliannan et al., 2023). In this way, HRD practices not only contribute to the individual advancement of employees but also ensure that the organization remains competitive and adaptable, positioning it for success in an increasingly dynamic business environment.

Organizational Performance

Organizational performance is a complex, multidimensional concept that encompasses an organization's ability to achieve its objectives in an efficient and effective manner (Aina & Atan, 2020). Previous research underscores the significance of human capital in the resource-based view (RBV), positioning it as a critical source of sustained competitive advantage (Fadhilah et al., 2020). The development and management of human resources through leadership and HRD practices are fundamental to enhancing organizational performance, as they help foster a culture of excellence, continuous improvement, and adaptability. Recent studies balanced Scorecard framework further emphasizes the importance of a comprehensive approach to performance measurement, spanning financial outcomes, customer satisfaction, internal processes, and employee learning (Dhoopar et al., 2022; Eliyana et al., 2019). This holistic view is crucial because it recognizes that performance is not just a result but a dynamic process influenced by various factors, including leadership styles, HRD interventions, and organizational culture. Recent studies also highlight the growing importance of innovation, employee satisfaction, and strategic agility in driving superior performance outcomes (Dhoopar et al., 2022). Innovation ensures that organizations remain competitive by adapting to new technologies and market demands, while employee satisfaction fosters a motivated, engaged workforce that contributes to organizational success. Furthermore, strategic agility enables organizations to respond quickly and effectively to external changes, further enhancing performance. Thus, organizational performance is a continuous, evolving process that requires ongoing leadership and HRD interventions to drive growth, competitiveness, and long-term success.

METHODOLOGY

This research methodology employs a qualitative approach to deeply explore the role of leadership in driving Human Resource Development (HRD) initiatives at SMAN 1 Bringin, enabling a more nuanced understanding of how leadership practices and behaviors influence school outcomes. This approach was specifically chosen to capture the complexities and subtleties of leadership within the educational context, which may not be fully understood or conveyed through quantitative methods alone.

By using qualitative research, the study aims to generate rich, contextual insights that provide a deeper understanding of the dynamics between leadership styles, HRD strategies, and their impact on school performance at SMAN 1 Bringin. The interpretive nature of qualitative research allows flexibility in analyzing these relationships, helping to uncover underlying patterns, themes, and perceptions that shape how leadership influences HRD efforts in educational settings.

Additionally, this approach facilitates the exploration of real-life experiences and perspectives of key stakeholders at SMAN 1 Bringin, such as the principal, HRD professionals, teachers, and staff, offering a comprehensive view of the interplay between leadership and HRD initiatives within the school context. This method provides valuable insights that can guide the school in optimizing HRD strategies and fostering leadership practices that contribute to the school's long-term success and development.

Data collection for this study was conducted through semi-structured interviews with key stakeholders at SMAN 1 Bringin, including the principal, HRD professionals, teachers, and staff, to gather a wide range of perspectives on the role of leadership in HRD initiatives at the school. The semi-structured format was chosen to balance flexibility and focus, enabling respondents to provide detailed, open-ended responses while ensuring the discussion remained centered on key themes related to leadership practices, HRD implementation, and school outcomes.

Through this method, the study encouraged participants at SMAN 1 Bringin to share their personal experiences, insights, and perceptions, offering a deeper understanding of the challenges and successes associated with HRD initiatives in an educational context. The interviews were designed to probe specific aspects of leadership behavior at SMAN 1 Bringin, such as decision-making, communication styles, and how leaders align HRD strategies with school goals.

Furthermore, the study examines challenges faced during the HRD process at the school, such as resource limitations, resistance from teachers and staff, or misalignment with school objectives. To enrich the primary data collected from interviews, secondary data sources from SMAN 1 Bringin—such as school reports, training manuals, performance reviews, and HRD program evaluations—were also analyzed. These secondary sources provide additional context and validation for the findings, offering a thorough and comprehensive perspective on the impact of leadership on HRD efforts within the school. Combining primary and secondary data ensures the study captures a holistic

view of leadership-driven HRD practices and their influence on school performance at SMAN 1 Bringin.

The sampling strategy for this study employed purposive sampling to ensure the involvement of participants at SMAN 1 Bringin with relevant expertise and experience. The principal and HRD professionals were selected based on their active involvement in HRD initiatives, while teachers and staff were chosen to reflect a variety of roles and experiences within the school. This diverse participant group enhances the validity and richness of the data. Furthermore, data saturation was achieved by conducting interviews until no new themes or insights emerged, ensuring the robustness of the findings.

Data analysis was conducted using thematic analysis to identify, analyze, and interpret patterns in the data collected from SMAN 1 Bringin. Thematic coding was employed to categorize responses into key themes related to leadership practices, HRD implementation, and school performance. This analysis was iterative and reflective, allowing for the continuous refinement of themes as new insights emerged. This approach ensures that the findings are grounded in the participants' perspectives at SMAN 1 Bringin, providing a detailed and nuanced understanding of the research questions within the school context. Thus, the quantitative methods employed enable the study to capture the dynamic and multifaceted role of leadership in HRD at SMAN 1 Bringin.

RESULT

In this study, semi-structured interviews were conducted involving 15 participants representing various roles at SMAN 1 Bringin. The participants consisted of 1 principal, 2 HRD personnel, 6 teachers, and 6 administrative staff members. The diversity of participant roles aimed to obtain a comprehensive perspective on the role of leadership in driving Human Resource Development (HRD) initiatives at the school.

The 15 participants were characterized based on gender, age range, and length of service. The results are presented in the following tables.

Table 1. Participant Description by Gender

Gender	Number	Percentage
Male	8	53%
Female	7	47%
Total	15	100%

Source: Primary Data Processing, 2025

Based on the analysis of 15 participants at SMAN 1 Bringin, there is a relatively balanced gender distribution, with 8 males (53%) and 7 females (47%). In terms of age range, the largest group falls within the 36–45 years category, comprising 6 participants (40%), followed by the 46–55 years group with 5 participants (33%), and the 25–35 years group with 4 participants (27%). This indicates that the majority of participants are in the mid-productive age, as shown in Table 2:

Table 2. Participant Description by Age Range

Age Range	Number	Percentage
25-35 years	4	27%
36-45 years	6	40%
46-55 years	5	33%
Total	15	100%

Source: Primary Data Processing, 2025

Meanwhile, based on the length of service as shown in Table 3, nearly half of the participants, i.e., 7 people (47%), have worked at SMAN 1 Bringin for more than 10 years, 5 people (33%) for 5-10 years, and 3 people (20%) have worked for less than 5 years. This data indicates a relatively high level of loyalty and stability within the working environment of SMAN 1 Bringin, with the majority of participants having long-term work experience at the institution.

Table 3. Participant Description by Length of Service

Length of Service	Number	Percentage
< 5 years	3	20%
5-10 years	5	33%
> 10 years	7	47%
Total	15	100%

Source: Primary Data Processing, 2025

The findings of this study highlight several key themes regarding the role of leadership in driving Human Resource Development (HRD) initiatives at SMAN 1 Bringin. Through interviews and data analysis, the following results emerged:

1. Leadership Style and Effectiveness

Transformational leadership was consistently identified as the most effective style in advancing HRD initiatives at SMAN 1 Bringin. Leaders who inspire and motivate their teams through a shared vision, while emphasizing employee empowerment, foster a culture of continuous learning and development. Additionally, servant leadership was noted for its impact, particularly in creating an inclusive environment where teachers and staff feel valued and supported in their professional growth.

2. Challenges in HRD Implementation

Resource limitations and resistance to change were identified as significant obstacles to successfully implementing HRD programs at SMAN 1 Bringin. Many leaders highlighted the difficulty of aligning HRD initiatives with strategic goals in a resource-constrained environment. Furthermore, cultural resistance within the school often hindered the adoption of new learning and development programs, as teachers and staff were reluctant to embrace changes in traditional work structures.

3. Alignment of HRD with School Goals

The study revealed that HRD initiatives were most successful when aligned with the school's overall strategy. Leaders who ensured that training

and development programs directly addressed the school's short-term needs and long-term goals were more likely to achieve positive outcomes in terms of teacher performance and school competitiveness.

4. Impact on School Performance

HRD initiatives driven by strong leadership were found to have a direct positive impact on school performance. SMAN 1 Bringin schools with leaders actively promoting and supporting HRD efforts reported higher levels of teacher and staff engagement, innovation, and job satisfaction. These schools also demonstrated greater adaptability to changes in educational conditions, contributing to sustained competitive advantage.

5. Teacher and Staff Development and Motivation

Effective leadership in HRD at SMAN 1 Bringin cultivated an environment where teachers and staff were motivated to enhance their skills and contribute more effectively to the school's success. Leaders who provided clear career development pathways, personalized training, and recognition for learning achievements significantly improved teacher and staff engagement and retention

DISCUSSION

The findings on Leadership Style and Effectiveness reinforce the significance of transformational leadership as a powerful style for advancing HRD initiatives at SMAN 1 Bringin, aligning with existing literature that identifies its potential to inspire and engage teachers and staff. Transformational leaders excel in motivating their teams by connecting individual goals to the school's overarching vision, fostering a sense of shared purpose and commitment.

This alignment creates a culture where continuous learning, innovation, and personal development become priorities, all of which are essential components of effective HRD. Transformational leaders encourage teachers and staff to embrace new challenges, think creatively, and contribute to school growth, resulting in a dynamic and adaptable workforce.

Additionally, the study highlights the value of servant leadership in HRD at SMAN 1 Bringin—a style focused on prioritizing the well-being and development of teachers and staff. Servant leaders emphasize providing support, resources, and opportunities for their teams to grow, building strong relationships, trust, and collaboration within the school.

These leadership styles complement each other, with each playing a unique yet vital role in enhancing teacher and staff development, school culture, and the effectiveness of HRD programs. Together, they create a conducive school environment for continuous improvement and long-term success at SMAN 1 Bringin.

The Challenges in HRD Implementation at SMAN 1 Bringin underscore several obstacles in implementing HRD initiatives, with resource constraints and resistance to change emerging as significant barriers. Limited resources, such as insufficient budgets and time constraints, commonly impede the successful launch of HRD programs.

Resistance among teachers and staff to new HRD initiatives presents another challenge, as some may hesitate to engage in unfamiliar learning opportunities or perceive the programs as unnecessary. Overcoming this resistance requires effective leadership and strategic planning. Leaders must ensure that HRD initiatives align with school goals to demonstrate their value and relevance to teachers and staff.

Implementing change management strategies is critical to addressing resistance. Transparent communication is key, allowing leaders to explain the purpose and benefits of HRD programs, fostering understanding and support. Involving teachers and staff in decision-making by seeking their input and feedback can further mitigate resistance, as they feel more invested in the initiatives.

The study on Alignment of HRD with School Goals at SMAN 1 Bringin emphasizes the importance of aligning HRD initiatives with the school's objectives to maximize their effectiveness and impact. When HRD programs are strategically aligned with the school's mission, vision, and goals, they become more relevant and meaningful to teachers and staff, which in turn enhances engagement and performance.

Strategically aligned HRD programs help foster a workforce equipped to drive the school's strategic initiatives forward, ensuring both individuals and the school remain competitive in the ever-evolving educational landscape.

The study on Impact on School Performance at SMAN 1 Bringin revealed that strong leadership in HRD has a direct positive effect on school performance, reinforcing the vital role leadership plays in driving success. Actively supporting HRD initiatives leads to increased engagement, motivation, and adaptability among teachers and staff, essential for enhancing both individual and school performance.

This study confirms that effective leadership in HRD benefits not only individual teachers and staff but also contributes to broader school outcomes, enhancing the school's competitiveness and ability to navigate the ever-changing educational landscape.

Finally, the study emphasizes the critical role of leadership in fostering Teacher and Staff Development and Motivation at SMAN 1 Bringin. Leaders who actively invest in the professional growth of their teachers and staff demonstrate the school's commitment to their long-term success and well-being, fostering a motivated and loyal workforce.

By creating opportunities for skill advancement and recognizing achievements, leaders help build a culture of continuous learning and improvement, essential for both individual and school growth. This approach not only strengthens the workforce's capabilities but also cultivates a positive school culture that values personal development as a key component of overall success.

In summary, the leadership at SMAN 1 Bringin plays a pivotal role in driving HRD initiatives, ensuring alignment with school goals, overcoming implementation challenges, and fostering a high-performing and motivated workforce.

CONCLUSION AND RECOMMENDATION

This study examined the role of leadership in driving Human Resource Development initiatives and their impact on organizational performance at SMAN 1 Bringin, Semarang Regency. The findings reveal that transformational and servant leadership styles significantly foster a culture of continuous learning and innovation, crucial for organizational growth. Leaders effectively align HRD initiatives with school goals while addressing key challenges including resource constraints and resistance to change. The research demonstrates that strong leadership in HRD enhances employee engagement, adaptability, and overall organizational success through clear development pathways and recognition systems. These results underscore the strategic importance of leadership in sustaining long-term growth and competitive advantage in educational settings.

FURTHER STUDY

Future research should explore the effectiveness of different leadership development programs for educational leaders and investigate how technological integration can enhance HRD practices in schools while overcoming resource limitations.

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