DAFTAR PUSTAKA

Abujraiban, A., Assaf, G. J., & Hmoud, A. Y. R. (2025). The adoption of human resources analytics in construction projects in Jordan: Antecedents and consequences. *Journal of Management Analytics*, *12*(1), 134–173. https://doi.org/10.1080/23270012.2025.2455550

Almubarak, A., Alhalabi, W., Albidewi, I., & Alharbi, E. (2024). An analytical approach for an AI-based teacher performance evaluation system in Saudi Arabia's schools. *Discover Applied Sciences*, *6*(8), 406–416. https://doi.org/10.1007/s42452-024-06117-4

Bar-Gil, O., Ron, T., & Czerniak, O. (2024). AI for the people? Embedding AI ethics in HR and people analytics projects. *Technology in Society*, *77*, 1025–1035. https://doi.org/10.1016/j.techsoc.2024.102527

Barney, J. (1991). *Firm resources and sustained competitive advantage*. *Journal of Management*, *17*(1), 99–120. https://doi.org/10.1177/014920639101700108

Bates, G., Fisher, R., Turner, K., Machirori, T. L., & Rixon, A. (2024). Raising the social status of teachers: Teachers as social entrepreneurs. *The Australian Educational Researcher*, *51*(4), 1405–1424. https://doi.org/10.1007/s13384-023-00646-4

Blau, P. M. (1964). *Exchange and power in social life*. Wiley.

Bello-Pintado, A., & Bianchi, C. (2020). Consequences of open innovation: Effects on skill-driven recruitment. *Journal of Knowledge Management*, *24*(2), 258–278. https://doi.org/10.1108/JKM-08-2019-0437

Chaipidech, P., Srisawasdi, N., Kajornmanee, T., & Chaipah, K. (2022). A personalized learning system-supported professional training model for teachers' TPACK development. *Computers and Education: Artificial Intelligence*, *3*, 999–1010. https://doi.org/10.1016/j.caeai.2022.100064

Chalutz Ben-Gal, H. (2019). An ROI-based review of HR analytics: Practical implementation tools. *Personnel Review*, *48*(6), 1429–1448. https://doi.org/10.1108/PR-11-2017-0362

Cui, C., & Yin, Y. (2023). How professional training impacts teaching innovation among ideological and political teachers: The mediating and moderating role of basic psychological needs satisfaction. *Frontiers in Psychology*, *14*, 124–134. https://doi.org/10.3389/fpsyg.2023.1246951

Di Prima, C., Cepel, M., Kotaskova, A., & Ferraris, A. (2024). Help me help you: How HR analytics forecasts foster organizational creativity. *Technological Forecasting and Social Change*, *206*, 123–133. https://doi.org/10.1016/j.techfore.2024.123540

Fernández-Cruz, F. J., & Rodríguez-Legendre, F. (2022). The innovation competence profile of teachers in higher education institutions. *Innovations in Education and Teaching International*, *59*(6), 634–645. https://doi.org/10.1080/14703297.2021.1905031

Garces-Bacsal, R. M., Elhoweris, H., Mohamed, A., Almuhairy, O., Safi, M., Moustafa, A., & Alzyoudi, M. (2022). "I Have Removed My Ceiling": Qualitative Experiences of Teachers on Their Professional Development. *Journal for the Education of the Gifted*, *45*(2), 111–134. https://doi.org/10.1177/01623532221085954

Garzón Artacho, E., Martínez, T. S., Ortega Martín, J. L., Marín Marín, J. A., & Gómez García, G. (2020). Teacher Training in Lifelong Learning—The Importance of Digital Competence in the Encouragement of Teaching Innovation. *Sustainability*, *12*(7), 2852. https://doi.org/10.3390/su12072852

Hadna, A. H. (2022). An evaluation of the school operational assistance (bos) policy and its effect on teacher performance in Indonesia. *Malaysian Online Journal of Educational Management*, *10*(2), 1–14.

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, *31*(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203

Harney, B. (2023). Contingency theory. In S. Johnstone, J. K. Rodriguez, & A. Wilkinson (Eds.), *Encyclopedia of Human Resource Management* (pp. 60–61). Edward Elgar Publishing. https://doi.org/10.4337/9781800378841.C.19

Hidayat, A. S., Nastiti, T., & Sitalaksmi, S. (2024). Connection is a power: Exploring the dynamic interaction between social and psychological capital in fostering innovative behavior. *Journal of Management Development*, *43*(5), 755–768. https://doi.org/10.1108/JMD-11-2023-0341

Hoque, K. E., & Atheef, M. (2024). A review of human resource management practices and their impact on school performance (2012–2022). *Human Resources Management and Services*, *6*(1), 3392. https://doi.org/10.18282/hrms.v6i1.3392

Jyoti, J., Sharma, P., & Rani, A. (2020). Assessing the Impact of Human Resource Management Practices on Teachers' Performance through HR Analytics. In H. Chahal, V. Pereira, & J. Jyoti (Eds.), *Sustainable Business Practices for Rural Development* (pp. 191–209). Springer Singapore. https://doi.org/10.1007/978-981-13-9298-6_11

Khan, M. S., Ma, W., & Kakhai, K. (2024). Refining Innovative Teaching Processes for Core Competencies Among Teachers in Vocational Universities: An Exploratory Mixed-Method Approach Informed by China's Reform Policy. *Revista de Gestão Social e Ambiental*, *18*(2), 65–78. https://doi.org/10.24857/rgsa.v18n2-129

Khan, M. S., Saengon, P., Charoenpoom, S., Soonthornpipit, H., & Chongcharoen, D. (2021). The impact of organizational learning culture, workforce diversity and knowledge management on innovation and organization performance: A structural equation modeling approach. *Human Systems Management*, *40*(1), 103–115. https://doi.org/10.3233/HSM-200984

Kiran, V. S., Shanmugam, V., Raju, R. K., & Kanagasabapathy, J. R. (2022). Impact of Human Capital Management on Organizational Performance With the Mediation Effect of Human Resource Analytics. *International Journal of Professional Business Review*, *7*(3), 667–677. https://doi.org/10.26668/businessreview/2022.v7i3.0667

Koon, V. & Yulita. (2024). Do employee perception of HR training quality and manager innovation signals employee thrive? *Creativity and Innovation Management*, *33*(4), 766–780. https://doi.org/10.1111/caim.12619

Kovacevic, I., Pantelic, O., & Andjelkovic-Labrovic, J. (2024). Predictors of employees' voluntary turnover intentions: Analytic hierarchy process approach. *Yugoslav Journal of Operations Research*, *34*(3), 587–602. https://doi.org/10.2298/YJOR231215002K

Kresta, S. M. (2021). Teaching innovation in an age of disruption. *The Canadian Journal of Chemical Engineering*, *99*(10), 2138–2148. https://doi.org/10.1002/cjce.24133

Kundu, A., & Roy, D. D. (2023). How do teachers innovate? Role of efficacy for innovation and school climate perception. *Psychology in the Schools*, *60*(12), 4885–4903. https://doi.org/10.1002/pits.22987

Kuş Gürbey, S., & Büyük, U. (2023). Employment of Science Teachers in Private Schools: Recruitment Process and Expected Competencies. *Milli Eğitim Dergisi*, *52*(239), 2000–2032. https://doi.org/10.37669/milliegitim.1159288

Kutieshat, R., & Farmanesh, P. (2022). The Impact of New Human Resource Management Practices on Innovation Performance during the COVID 19 Crisis: A New Perception on Enhancing the Educational Sector. *Sustainability*, *14*(5), 2872. https://doi.org/10.3390/su14052872

Lee Y.-L., & Yang S.-W. (2022). Innovations in the Personnel and Pay System for National University Corporations in Japan. *Journal of Research in Education Sciences*, *67*(2), 1–11. https://doi.org/10.6209/JORIES.202206_67(2).0008

Levenson, A. (2018). Using workforce analytics to improve strategy execution. *Human Resource Management*, *57*(3), 685–700. https://doi.org/10.1002/hrm.21850

Leverence, R., Nuttall, R., Palmer, R., Segal, M., Wood, A., Yancey, F., Shuster, J., Brantly, M., & Hromas, R. (2017). Using Organizational Philosophy to Create a Self-Sustaining Compensation Plan Without Harming Academic Missions. *Academic Medicine*, *92*(8), 1133–1137. https://doi.org/10.1097/ACM.0000000000001484

Lin, C. (Veronica), & Sanders, K. (2017). HRM and innovation: A multi-level organisational learning perspective. *Human Resource Management Journal*, *27*(2), 300–317. https://doi.org/10.1111/1748-8583.12127

Marler, J. H., & Boudreau, J. W. (2017). *An evidence-based review of HR Analytics*. *The International Journal of Human Resource Management*, 28(1), 3–26. https://doi.org/10.1080/09585192.2016.1244699

Marín-Marín, J.-A., López-Belmonte, J., Pozo-Sánchez, S., & Moreno-Guerrero, A.-J. (2023). Attitudes Towards the Development of Good Practices with Augmented Reality in Secondary Education Teachers in Spain. *Technology, Knowledge and Learning*, *28*(4), 1443–1459. https://doi.org/10.1007/s10758-023-09671-9

McCartney, S., & Fu, N. (2022). Bridging the gap: Why, how and when HR analytics can impact organizational performance. *Management Decision*, *60*(13), 25–47. https://doi.org/10.1108/MD-12-2020-1581

Muñoz, P., & Prem, M. (2024). Managers' Productivity and Recruitment in the Public Sector. *American Economic Journal: Economic Policy*, *16*(4), 223–253. https://doi.org/10.1257/pol.20220732

Onsrud, S. V., & Kvinge, Ø. (2023). Ideological processes and discursive tensions in Norwegian music teacher education. *Cogent Education*, *10*(2), 225–236. https://doi.org/10.1080/2331186X.2023.2259740

Permatasari, N., & Tandiayuk, S. (2023). Human Resource Management in Education: Optimizing Teacher Performance for Better Learning Outcomes. *Golden Ratio of Mapping Idea and Literature Format*, *3*(1), 35–59. https://doi.org/10.52970/grmilf.v3i1.354

Pham, H. T. H., Pham, Q. D., & Bui, C. K. (2023). Factors affecting the effectiveness of math teachers' integrated teaching in Vietnam high schools. *Eurasia Journal of Mathematics, Science and Technology Education*, *19*(12), 23–34. https://doi.org/10.29333/ejmste/13894

Pham, H. T. H., Pham, Q. D., & Bui, C. K. (2025). Factors affecting the effectiveness of math teachers integrated teaching in secondary schools: The case of Vietnam. *Journal of Pedagogical Research*, *9*(1), 1–11. https://doi.org/10.33902/JPR.202532448

Pinto-Santos, A. R., George Reyes, C. E., & Cortés-Peña, O. F. (2022). Training and Educational Innovation: An Evaluative Perspective of the Digital Teaching Competence. *International Journal of Emerging Technologies in Learning (iJET)*, *17*(07), 38–53. https://doi.org/10.3991/ijet.v17i07.28867

Qin, F., & Jiang, C. (2023). The Construction of University Teachers' Performance Management System Under the Background of Big Data Technology. In Z. Hu, Q. Zhang, & M. He (Eds.), *Advances in Artificial Systems for Logistics Engineering III* (Vol. 180, pp. 974–982). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-36115-9_87

Quaicoe, J. S., Ogunyemi, A. A., & Bauters, M. L. (2023). School-Based Digital Innovation Challenges and Way Forward Conversations about Digital Transformation in Education. *Education Sciences*, *13*(4), 344–354. https://doi.org/10.3390/educsci13040344

Ramírez-Montoya, M. S., Loaiza-Aguirre, M. I., Zúñiga-Ojeda, A., & Portuguez-Castro, M. (2021). Characterization of the Teaching Profile within the Framework of Education 4.0. *Future Internet*, *13*(4), 91–109. https://doi.org/10.3390/fi13040091

Runhaar, P. (2017). How can schools and teachers benefit from human resources management? Conceptualising HRM from content and process perspectives. *Educational Management Administration & Leadership*, *45*(4), 639–656. https://doi.org/10.1177/1741143215623786

Sarfraz, M., Khawaja, K. F., Khalil, M., & Han, H. (2023). Knowledge-based HRM and business process innovation in the hospitality industry. *Humanities and Social Sciences Communications*, *10*(1), 624–634. https://doi.org/10.1057/s41599-023-02140-9

Schamberger, T., Schuberth, F., & Henseler, J. (2023). Confirmatory composite analysis in human development research. *International Journal of Behavioral Development*, *47*(1), 89–100. https://doi.org/10.1177/01650254221117506

Singh, B. (2024). Inflicting Risks of Teacher Education in BRICS Countries: Discussion in Search of Quality Training. *Education and Self Development*, *19*(4), 96–108. https://doi.org/10.26907/esd.19.4.08

Szukits, Á., & Móricz, P. (2024). Towards data-driven decision making: The role of analytical culture and centralization efforts. *Review of Managerial Science*, *18*(10), 2849–2887. https://doi.org/10.1007/s11846-023-00694-1

Tuytens, M., Vekeman, E., & Devos, G. (2023). Strategic human resource management in primary and secondary schools. An explorative study in Flanders (Belgium). *Educational Management Administration & Leadership*, *51*(3), 711–732. https://doi.org/10.1177/1741143221998706

Vhora, M. A., Bhandwalkar, V., & Rege, P. M. (2024). AI-driven HR analytics: Enhancing decision-making in workforce planning. *The Scientific Temper*, *15*(04), 3299–3308. https://doi.org/10.58414/SCIENTIFICTEMPER.2024.15.4.39

Wang, T. (2020). Research on the Teaching Mode Reform of Online Learning Course Based on Flipped Classroom under the Computer Technology. *Journal of Physics: Conference Series*, *1648*(3), 32–44. https://doi.org/10.1088/1742-6596/1648/3/032054

Watson, D., Webb, R., & Cook, S. (2024). Student (dis)satisfaction in UK higher education: Teaching-only contracts, esteem uncertainty and research intensity. *Studies in Higher Education*, 1–17. https://doi.org/10.1080/03075079.2024.2438843

Werkhoven, J. (2019). Building Synergies with HR Analytics Capabilities. In *Advanced Series in Management* (Vol. 23, pp. 141–160). Emerald Publishing Limited. https://doi.org/10.1108/S1877-636120190000023011

Yan, X., Zhang, C., & Fan, J. J. (2018). "Assessment knowledge is important, but …": How contextual and experiential factors mediate assessment practice and training needs of language teachers. *System*, *74*, 158–168. https://doi.org/10.1016/j.system.2018.03.003